2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 08X467
School Name: MOTT HALL COMMUNITY SCHOOL
Principal: BENJAMIN BASILE
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Mott Hall Community School</th>
<th>School Number (DBN):</th>
<th>08X467</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>650 Hollywood Avenue, Bronx, NY, 10465</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 829-3254</td>
<td>Fax:</td>
<td>(718) 829-3859</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jean Jeanty</td>
<td>Email Address:</td>
<td><a href="mailto:jjeanty2@schools.nyc.gov">jjeanty2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Benjamin Basile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jeffrey Bohner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>BibiSamed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>BibiSamed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Aurora Rhonda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Nilka Rivera</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>08</th>
<th>Superintendent:</th>
<th>Dr. Erika Tobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1230 Zerega Avenue, Bronx, NY 10462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Etobia@schools.nyc.gov">Etobia@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-828-6653</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Bronx</th>
<th>Executive Director:</th>
<th>Nancy Saffer</th>
</tr>
</thead>
</table>
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx N.Y. 10462
Executive Director’s Email Address: Nsaffer@schools.nyc.gov
Phone Number: 718) 828-7776
Fax: 
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Basile</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jeffrey Bohner</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Bibi Samad</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Marisol Estevez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Beatriz Ortiz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Nilka Rivera</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/ Chairperson</td>
<td></td>
</tr>
<tr>
<td>Beatriz Ortiz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Valerie Robinson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Philip Coward</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Seema Sagar</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Aurora Ronda</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Marisol Candelario</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of Mott Hall Community School is to provide students the opportunity to apply real world learning that prepares them for 21st century innovation in High School, college, and careers.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Mott Hall Community School (MHCS) is a 6-8 middle school located in the Throgs Neck section of the Bronx. The current enrollment is 333 students with the following breakdown:

<table>
<thead>
<tr>
<th>Total Student Population</th>
<th>348</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level</td>
<td></td>
</tr>
<tr>
<td>JUNIOR HIGH-INTERMEDIATE-MIDDLE</td>
<td>348 100%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>201</td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
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<tr>
<td>HISPANIC</td>
<td>252</td>
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<tr>
<td>AMERICAN INDIAN OR ALASKAN NATIVE</td>
<td>1</td>
</tr>
<tr>
<td>ASIAN</td>
<td>11</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
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<tr>
<td>BLACK</td>
<td>60</td>
</tr>
<tr>
<td>WHITE</td>
<td>26</td>
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<tr>
<td>MULTI-RACIAL</td>
<td>0</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0</td>
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<tr>
<td>English as New Language (ENL)</td>
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</tr>
<tr>
<td>ENL</td>
<td>54</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>(Total students with IEPs excluding PreK)</td>
<td>102 29%</td>
</tr>
<tr>
<td>Percent of students with IEPs at this school who:</td>
<td></td>
</tr>
<tr>
<td>receive Related Services only</td>
<td>3</td>
</tr>
<tr>
<td>spend less than 20% of the week receiving Special Education classroom services</td>
<td>28</td>
</tr>
<tr>
<td>spend between 21 and 59% of the week receiving Special Education classroom services</td>
<td>5</td>
</tr>
<tr>
<td>spend &gt;60% of their week in Integrated Co-Teaching (ICT) classes</td>
<td>30</td>
</tr>
<tr>
<td>received Self-Contained services &gt;60% of the week</td>
<td>36</td>
</tr>
</tbody>
</table>
We aim to equip students, academically and socially, with the tools they need to succeed in high school, college and their careers. Our school will develop leaders who are prepared to influence the forces that shape their communities, the nation, and the world. To accomplish this goal, our strengths are that we have invested in Common Core aligned curricula in the core subjects to prepare our students for the challenging demands of the new standards. We provide after school academic support for our students in need of intervention and also provide academic intervention during the school day in small group AIS. We offer Regents courses in Common Core Algebra and Living Environment and provide test preparation for the Specialized High School Examinations for our 7th Grade students. We have adopted the Core Ready curriculum in ELA and the Key Elements of Mathematics curriculum in math. Teachers receive coaching support in both curricula to effectively implement both common core aligned programs. We are also utilizing iReady to assess student mastery of the common core standards and are providing AIS for all students in need of further supports after school and during the school day. We have partnered with Community Based Organizations Xposure, Team First and East Side House to expose children and adolescents in to the worlds of Science, Technology, Finance, Work Ethic, Nutrition, Community Service and stronger Parent/Child Partnerships. We have also partnered with Beacon after school to provide homework help, sports and activities designed to promote academic and social well-being.

3. Describe any special student populations and what their specific needs are.

About 28% of our population are students with special needs. Our needs range primarily from emergent reading levels, and numeracy below grade level expectations. In order to better serve this population we need to look at our explicit instruction, differentiation, and targeted AIS programs. Data shows that we are inconsistent with this population and need to do a better and more measurable job with this cohort of students.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The element of the Framework for Great Schools in which we made the most progress is Effective School Leadership. According to the 2016 Quality Review, "School leaders consistently communicate high expectations to the entire staff. Expectations connected to career and college readiness are shared with families." The school budget, coupled with staff input, resulted in the strategic use of resources that were well aligned to the School Comprehensive Education Plan (SCEP) and school-wide instructional goals. Teachers attended external PD opportunities, turn-keyed strategies, and collaborated with external coaches who provided pedagogical support to individual teachers and teacher teams. Additionally, ELA and math consultants worked with targeted teachers to support their planning and instruction, with an emphasis on integrating literacy into the content areas, as well as an emphasis on NTN/KEMS implementation in math. A strategic decision that demonstrated growth in Tenet 2.3 was retaining a dean to support the social, emotional and behavioral needs of our students by implementing a PBIS initiative, which led to a decrease suspensions and overall student behavior incidents as measured by OORS data.

The key areas of focus for the 2018-2019 School Year are:

• Expanding on the process of the refinement of CCLS aligned curricula across all grades and content areas in order to build coherence and emphasize rigorous skills to prepare all students for the next level.

• Strengthen the alignment between teacher practice and the school’s beliefs about learning, to ensure high levels of engagement and thinking, so that all learners reach their full potential.

• Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
Our 2018-2019 Instructional Focus:

IF Mott Hall Community School addresses student needs through goal setting, one on one conferencing and small group instruction then students will become analytical readers and writers, problem solvers and college and career participants prepared for success in a global economy.
### School Demographics and Accountability Snapshot for 08X467

**School Configuration (2018-19)**
- **Total Enrollment (2017-18):** 331
- **Grade Configuration:** 06.07.08
- **SIG Recipient (Y/N):** No
- **English Language Learner Programs (2018-19):** N/A
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

**Special Education Programs/Number of Students (2015-16):**
- **# Special Classes (ELA):** 25
- **# SETSS (ELA):** 25
- **# Special Classes (Math):** 25
- **# SETSS (Math):** 20
- **# Integrated Collaborative Teaching (ELA):** 32
- **# Integrated Collaborative Teaching (Math):** 32

**Types and Number of Special Classes (2018-19):**
- **# Visual Arts:** 8
- **# Music:** 8
- **# Drama:** 10
- **# Foreign Language:** N/A
- **# Integrated Collaborative Teaching:** N/A
- **# CTE:** N/A

**School Demographic Information (2017-2018):**
- **% Title I Population:** 86.0%
- **% Free Lunch:** 80.4%
- **% Limited English Proficient:** 11.8%
- **% Economic Disadvantaged:** N/A
- **% Hispanic or Latino:** N/A
- **% Black or African American:** N/A
- **Racial/Ethnic Origin (2017-2018):** N/A

**Student Performance for High Schools (2016-17):**
- **ELA Performance at levels 3 & 4:** 29.7%
- **Mathematics Performance at levels 3 & 4:** 17.4%

**Student Performance for High Schools (2016-17):**
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

**Student Performance for Elementary and Middle Schools (2017-18):**
- **Science Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4 (Grade 8):** 43%

**Racial/Ethnic Origin (2015-16):**
- **% American Indian or Alaska Native:** 0.0%
- **% Hispanic or Latino:** N/A
- **% Black or African American:** N/A
- **% White:** N/A
- **% Multi-Racial:** N/A

**Overall NYSED Accountability Status (2018-19):**
- **US History Performance at Levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4:** N/A
- **% Graduation Rate:** N/A
- **% Graduation Rate:** N/A
- **% Graduation Rate:** N/A
- **% Graduation Rate:** N/A

**Student Performance for Elementary and Middle Schools (2017-18):**
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 6%

**Overall NYSED Accountability Status (2018-19):**
- **% Student Absences:** N/A
- **% Average Teacher Absences (2014-15):** 10.3

**Reward:**
- **Recognition:** N/A

**In Good Standing:**
- **Local Assistance Plan:** No

**Focus District:**
- **Focus School Identified by a Focus District:** No

**Prior School:**
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School:**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** YSH
  - **White:** N/A
  - **Hispanic or Latino:** YSH
  - **Students with Disabilities:** YSH
  - **Economically Disadvantaged:** YSH

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Black or African American:** YSH
- **White:** N/A
- **Hispanic or Latino:** YSH
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **White:** N/A
- **Hispanic or Latino:** YSH
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** YSH

**High School:**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Mott Hall Community School (MHCS) will work to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards and also ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum are instrumental in stimulating higher-order thinking and building deep conceptual understanding and knowledge for all students.

Our Strengths:

According to the Framework for Great Schools, a successful classroom requires a strong curriculum aligned to the Common Core — that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. We are continuing to utilize CCLS aligned curricula Core Ready and KEMS and we are utilizing the Inspire curricular resource for science and the Passport Curriculum for social studies. We have provided time in our schedule for Grade Level and Content Area Meetings where teachers share best practices, analyze curricula to make adjustments to raise student achievement and analyze student work. We will be partnering with external curriculum experts to foster teacher collaboration within and across grades and subjects to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

Priority Needs: According to the 2016 Quality Review, "Across classrooms, teachers use or create assessments, and/or rubrics, that are loosely aligned with the school’s curricula. Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding. As a result, students receive limited feedback and there are inconsistent adjustments made to instruction in order to meet student-learning needs." Mott Hall needs to ensure that teachers are providing concrete, actionable and timely feedback to students during instruction. Also, across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula and student work products and discussions reflect uneven levels of student thinking. As a result of inconsistent implementation of multiple entry points, there is uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student discussions and work products.

Action Plan: Mott Hall Community School will align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. MHCS will support teacher teams to make necessary adjustments to all curricula ensuring high levels of cognitive challenges for all students. We will partner with curriculum experts and coaches to create scaffolds and multiple entry points for all students, including students with disabilities and ENL students. Professional development
will also be provided to all teachers on rigorous habits and higher-order skills across grades and subjects so that all learners, including ENLs and SWDs, can demonstrate higher-order thinking.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2018-2019 School-Year, Professional Learning Communities will work together to produce unit plans that are CCLS-aligned and engage students in higher order thinking and discussion that will result in high quality student work that aligns with or exceeds the expectations defined by grade-level standards. Quarterly revisions to unit plans are preceded by the monthly examination of student performance via "thin slicing" student artifacts, allowing for curricular and pedagogical adjustments to promote engagement and performance. These processes will lead to increased rigor in the classroom, with standards based instruction consistently and uniformly applied in all instructional areas, affording students points of access regardless of academic performance level.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Utilize time Mondays after-school and during the school day to allow for content area and grade level Professional Learning Communities to examine curriculum and to analyze student work. (SOP 3.4)</strong></td>
<td>Teachers, September 2018 – June 2019, Mondays</td>
<td>Teachers, School Leaders</td>
</tr>
<tr>
<td><strong>B. Partner with NTN coaches and consultants monthly to monitor and make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students, including ENLs and students with disabilities. (SOP 3.3)</strong></td>
<td>Teachers, September 2018 – June 2019, monthly</td>
<td>Teachers, School Leaders, Coaches and Consultants</td>
</tr>
<tr>
<td><strong>C. Provide opportunities for teachers to inter-visit highly effective colleagues to engage in cross-grade conversations, be exposed to exemplary curriculum models and highly effective instruction. (SOP 3.2)</strong></td>
<td>Teachers, September 2018 – June 2019, quarterly</td>
<td>Teachers, School Leaders, Coaches and Consultants</td>
</tr>
<tr>
<td><strong>D. Monthly, school leaders and teacher leaders will analyze and aggregate scores from various assessments by grade, subject and department, via “thin-slicing” student artifacts and summative results, in order to share findings and plan for next steps to support student outcomes. (SOP 3.3)</strong></td>
<td>Teachers, September 2018 – June 2019, monthly</td>
<td>Teachers, School Leaders, Coaches and Consultants</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Mott Hall Community School will engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home by holding weekly Amazing Monday workshops for parents facilitated by core teachers to discuss curricula, instruction and resources that parents can utilize at home for enrichment or intervention. We will also allow parents to participate in selected subsets of curricula by holding monthly curriculum nights, which will be sponsored by each core department.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**A.** Grade Level and Content Area Professional Learning Communities will be scheduled after school on Mondays to promote data analysis, inquiry, curriculum reviews and curriculum adjustments.
B. Administrative support as well as partnerships with NTN and Core Ready consultants

C. Per Diem resources will be used for teacher coverage for peer school visits

D. Teacher leader meetings will be held during the school day to analyze student data. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study. Cabinet meeting times will be scheduled every Thursday to evaluate calendar of collaborative practices.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
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<th>Tax Levy</th>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A. Weekly, Professional Learning Communities (PLC) will incorporate protocols to analyze student work (i.e. "thin-slicing"), refine curriculum and consistently collaborate within and across grades and subjects to deliver rigorous Common Core-aligned units of study as evidenced by meeting agendas, curricula artifacts and classroom observations.

**Timeframe:** Weekly meetings, February 2019 Progress Monitoring

B. Weekly, MHCS will partner with consultants and curriculum coaches to monitor and make necessary adjustments to all curricula ensuring high levels of cognitive challenge for all students, including ENLs and students with disabilities as evidenced by classroom observations, meeting agendas and curricula artifacts.

**Timeframe:** Periodic meetings, February 2019 Progress Monitoring

C. By June 2019 PLCs will conduct an inter-visitation of a peer school and turnkey best practices to entire staff during Monday afternoon professional development.

**Timeframe:** A minimum of 2 Peer School Visits, by June 2019, February 2019 Progress Monitoring

D. Monthly, administrators and teacher leaders will meet to analyze and aggregate scores from various assessments, by grade, subject and department in order to share findings and plan for next steps to support student outcomes.

**Timeframe:** Monthly, September 2018 – June 2019, February 2019 Progress Monitoring

E. A school wide interim assessment will be given in ELA and Mathematics to assess progress as a mid-point benchmark, allowing adjustments to curricula relative to the second term of the school year.

**Timeframe:** February 2019, administration of interim assessment, and analysis of data

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Progress will be measured by the results on unit and interim assessments, teacher reflections and administrator observations of teacher practice.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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In reflecting on Tenet 5, Mott Hall Community School has created structures to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.

**Our Strengths:**

For the 2018-2019 School year, we have partnered with high quality organizations, Xposure, East Side House, Team First, CHAMPS and Beacon to provide after-school enrichment and homework help to all participating students. We have incorporated electives into the schedule to allow students to choose between music and art, as well as coding. We have a PBIS point system to recognize positive behavior and a School Implementation Team (SIT) that meets weekly to plan interventions for at-risk students. MHCS has an active Student Government that participates in the decision making process with School Leaders. We also have two full-time guidance counselors who facilitate peer mediation and at-risk counseling for those students in need.

**Our Needs:**

The school leader and the support staff are developing a plan for teachers to begin to understand how to use data to address student social and emotional developmental health needs.

### Part 2 – Annual Goal

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<td></td>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
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<td></td>
<td>By June 2019, staff and students will participate in comprehensive programs to promote student enrichment, academic support, personal behaviors for success and individualized student goals resulting in a 10% reduction of Principals and Superintendent suspensions as evidenced through OORS reports.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Students | Sept 2018-June 2019, quarterly | School Leaders, Guidance Counselor and School Implementation Team |
| A. School leaders will update school-wide discipline policy and will collect and analyze administrative data reflecting at-risk counseling, classroom removal, and suspensions to identify patterns and trends to plan targeted intervention. | Students | Sept 2018-June 2019, quarterly | School Leaders, Guidance Counselor and School Implementation Team |
| B. Provide class time for all students dedicated to social and emotional development. Students will learn key academic and social, emotional and civic skills and dispositions that will support school – and life – success. These will include quarterly anti-bullying assemblies and workshops | Students | Sept 2018-June 2019, quarterly | School Leaders, Guidance Counselor and teachers |
| C. Maintain school-wide PBIS to increase the capacity of MHCS to educate all students utilizing research-based school-wide, classroom, and individualized interventions. | Students | Sept 2018-June 2019 | School Leaders, Guidance Counselor and teachers |
| D. Work with teachers and partner with community organizations to provide after-school activities, academic support, enrichment and staff professional development to support student social and emotional developmental health needs and academic success. | Students | Sept 2018-June 2019 | School Leaders, Community Partnerships |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

To engage families, MHCS will administer surveys to gauge parent interests, hold workshops and utilize Amazing Mondays to integrate teachers in supporting parents to understand curriculum and expectations, as well as affording parents opportunities to participate in monthly Curriculum Nights with their children. Workshops will be held weekly (Amazing Mondays) and will be facilitated by teachers.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**A.** OORS meetings once a month with Response to Intervention Team meetings, weekly cabinet meetings with school leaders, RTI/ PBIS Workshops
B. Class time during the school day

C. OORS meetings once a month with school leaders, Response to Intervention Team meetings, weekly cabinet meetings, RTI/ PBIS Workshops, R.O.A.R Store materials, tangible incentives for students

D. Partnerships with Xposure, Beacon and CHAMPS. After-school Academic Intervention Support

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Title III, Part A</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A. School Leaders will meet on a monthly basis, December 2018 – June 2019, to analyze OORS data to identify patterns and trends and evaluate the effectiveness of all interventions.

B. School Leaders and Guidance Counselor will meet monthly through June 2019, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness advisory curriculum.

C. Parent Coordinator, Student Government and school leaders will meet on a monthly basis, September 2018 – June 2019, to analyze anecdotal data to identify patterns and trends and evaluate effectiveness of PBIS Initiatives.

D. School Leaders and CBO Directors will meet on a monthly basis, September 2018 – June 2019, to analyze attendance data, program attendance and evaluate effectiveness of CBO Initiatives.

E. The School Leadership Team will be presented with summative data from the aforementioned meetings and analysis and will help consider and adjust aspects of supportive environment tenets in February to better serve students in our school community.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Monthly review of OORS Data to identify patterns and trends. Anecdotal data from Skedula will be analyzed weekly to identify trends and patterns to identify areas of needs.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our 2016 Quality Review, "The majority of teachers are engaged in structured professional collaborations teams; however, they are ineffectively connected to school goals and assessment data for students they share. Professional collaborations allow for observations about student work and data. However, these actions do not yet result in improved teacher practice or progress toward goals for groups of students.

Our Strengths:

We have provided time in our schedule for Grade Level and Content Area Meetings, we provide professional development on best practices to improve instruction and provide opportunities for teachers to attend external professional development opportunities. We utilize data to inform instruction and we utilize expert coaching support to develop our teachers.

Areas of Need:

MHCS will work to support teachers to stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.

Priority Need

Provide professional development and inter-visitation opportunities to support teacher pedagogy to support the CCLS Shifts across all content and grade levels.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teachers will meet in teacher teams to incorporate strategies to improve student learning which will result in a 5% increase in students meeting proficiency levels on F&P leveled assessments.
## Part 3a – Action Plan

### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>A. Weekly department Professional Learning Communities (PLCs) where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. Discipline-specific teams collaboratively look at student work across grade levels in order to gain a longitudinal perspective on the strengths and weaknesses of the school’s curriculum and pedagogy, and teachers are able to share successful practices and activities with their departmental colleagues. (SOP 4.2)</td>
<td>Teachers</td>
<td>September 2018 – June 2019, weekly</td>
</tr>
<tr>
<td>B. Understanding by Design template and principles will be the framework for unit planning in all core subject areas, and each unit will be aligned to Common Core Learning Standards in literacy and mathematics. Webb’s Depth of Knowledge will be the framework for designing questioning and discussion techniques, as well as infusing and tracking higher-order thinking skills in the curriculum. Universal Design for Learning will be the framework for differentiating instruction and providing access to all learners, including the development of multiple entry points for ENLs and students with disabilities. (SOP 4.3)</td>
<td>Teachers</td>
<td>September 2018 – June 2019, Extended PD on Mondays, Weekly departmental time</td>
</tr>
<tr>
<td>C. Professional development in unit and lesson planning will be facilitated with all teachers, including: lesson plan clinics with network achievement coach, PD cycles in the implementation of the Core Curriculum in ELA and math facilitated by publishers and central DOE curriculum staff, PD cycles in refining curriculum maps, unit and lesson plans to align with the Common Core Instructional Shifts facilitated by literacy and math consultants, and additional PD facilitated by school leaders. (SOP 4.2)</td>
<td>Teachers</td>
<td>September 2018 – June 2019, Extended PD on Mondays, Weekly departmental time</td>
</tr>
<tr>
<td>D. School leaders will gather, assemble, and disseminate school-wide data for administrative and pedagogical review to inform instruction. (SOP 4.5)</td>
<td>Teachers</td>
<td>September 2018 – June 2019, quarterly, and as per unit assessments monthly</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

To engage families, MHCS will administer surveys to gauge parent interests, hold workshops and utilize Amazing Mondays to integrate teachers in supporting parents to understand collaborative teacher teams and to promote teacher-parent collaborations. Curriculum Nights will afford parents opportunities to participate in activities with their children and teachers reflecting aspects of the current curricular units being taught, informing parents so they can continue with support for their children at home.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, coaches

B. Understanding by Design Framework, Webb's Depth of Knowledge Framework, DOK Level Charts, 100 Book Challenge leveled library, Core Ready and NTN coaches.

C. Monday professional development sessions and Content Area Meetings, Tuesday Grade Level Meetings, LASW Protocols, curriculum maps, external coaches and curriculum experts, Differentiated professional development, Texts: Focus, Teach Like a Champion, Results Now, Danielson

D. Weekly Cabinet Meetings, multiple data sources and student work samples.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A. On a weekly basis, through June 2019, school leaders will sit in on teacher team meetings to evaluate effectiveness of grade content meetings.

B. On a monthly basis, September 2018 – June 2019, school leaders will evaluate the implementation of the Core Ready Curriculum, evaluate best teaching practices for all students including using UDL strategies for ENLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walkthroughs based on the Danielson Framework.

C. On a weekly basis, September 2018 – June 2019, school leaders will evaluate best teaching practices for all students including using UDL strategies for ENLs and SWDs. Curriculum and lesson plans will be evaluated through frequent observations and classroom walk throughs based on the Danielson Framework.
D. On a quarterly basis, September 2018– June 2019, school leaders will evaluate the impact of student data on classroom instruction. This will include an interim mid year benchmark in February, which will allow MHCS to realign, redirect, or alter our approach to student outcomes and the means by which positive outcomes are achieved.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| Teacher reflections and administrative observation data. |

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<table>
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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

According to our 2016 Quality Review, school leaders provide training and have a system of accountability for meeting identified expectations. School leaders and staff offer ongoing feedback to families to help them understand their children’s progress towards expectations.

Our Strengths:

School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth.

Our Areas of Need:

Focus on open-ended questions that invite discussions among students is not yet the norm. For example, during the last Quality Review, classroom teachers asked questions directed to individual students, yet follow-up questions about how they arrived at an answer were not always prompted.

Part 2 – Annual Goal

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<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers will provide coherent CCLS aligned instruction through the infusion of UDL, checks for understanding and high order thinking strategies through the support of effective school leadership via weekly departmental meetings and feedback through the observation cycle, resulting in a 3% increase in students reaching proficiency on the NYS Math and ELA Exams.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Students</td>
<td>September 2018 – June 2019</td>
<td>School Leaders and PD Committee</td>
</tr>
</tbody>
</table>

**A.** Formal and informal observation cycles aligned to the Advance teacher evaluation system provide feedback and next steps to teachers to facilitate differentiation in the classroom. Observations will occur monthly from September until April. Feedback from prior observations will be cycled into the next observation to ensure that all feedback is actionable. *(SOP 2.5)*

**B.** Professional development surrounding the domains of the Danielson framework will be provided to all staff, facilitated by school leaders, instructional leads in literacy and math, administrative interns, network achievement coaches, and outside consultants. *(SOP 2.5)*

**C.** Weekly department meetings where teachers and school leaders analyze data and refine curriculum centered on feedback received in observation cycles. Department meetings are used primarily for curriculum updates, pedagogical discussions, and data analysis. *(SOP 2.3; 2.4)*

**D.** Students requiring additional targeted instruction beyond the regular school day will be referred to extended day tutoring on Wednesdays and Thursdays for 90-minute blocks of small-group targeted instruction. Data sources are consulted and utilized to refine student groupings based on analysis of the most current data. Usage of F&P levelling and technology equipment will help support student academic and social needs. *(SOP 2.5)*

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Students</td>
<td>September 2018 – June 2019, primarily Sept, Feb., and May</td>
<td>School Leaders and PD Committee</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

To engage families, MHCS will hold periodic parent workshops and utilize Amazing Monday parent outreach time to support parents and to promote parent leadership. We will also hold monthly "Breakfast with the Principal" days on the first Wednesday of every month, which will serve as informative sessions that allow parents input into some of the more pressing leadership decisions relative to the school community.
Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A. Initial Planning Conferences with Teachers, Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching

B. Teacher observation schedule, meeting times for teacher feedback, Danielson Framework for Teaching, PD Committee Meetings, consultants, external professional development opportunities

C. Teacher meeting times on Mondays and Tuesdays, PD Committee Meetings, Data analysis meetings

D. Multiple student data sources including state test and classroom assessments. Teacher per session for after-school AIS on Wednesdays and Thursdays

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A. On a monthly basis, September 2018 – June 2019, school leaders will monitor observation calendar and Advance Web Application to identify patterns and trends to plan for professional development.

B. On a monthly basis, September 2018 – June 2019, school leaders will review teacher feedback from PD offerings to monitor effectiveness and plan for next steps.

C. On a monthly basis, September 2018 – June 2019, school leaders will review student data to evaluate effectiveness of grade level content/department meetings in supporting student success.

D. On a monthly basis, September 2018 – June 2019, school leaders will review AIS student progress to evaluate effectiveness of interventions.

E. As an interim benchmark, mid year evaluations of student progress relative to data, efficacy of enrichment and remediation concerning extended day activities, the review of ABC goals for Assistant Principals, and a review of parent surveys relative to access to resources and satisfaction of the delivery of services to students and their families.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance Data, weekly cabinet meetings and teacher reflections.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2016 Quality Review, parents stated that they "receive monthly packets that outline what their children will be working on. This packet provides families with information on upcoming units and expectations in student work. Additionally parents stated that through Pupil Path, an online grading book, they are able to track and monitor their children's achievement, including projects and missing homework. Parents shared that in addition to Pupil Path, they receive emails, text and phone messages, from the school."

Our Strengths:

The entire school community utilizes Datacation and Global Connect: texting, email and voice messages, monthly information packages, monthly workshops, bi-weekly parent newsletter and weekly parent outreach.

We have instituted open office hours on Tuesdays for parents to meet with the Principal, no appointment necessary, to promote dialogue and support student success.

We have also instituted a monthly Breakfast with the Principal to strengthen communication between parents and the Principal.

Our Area of Need:

Increase parent attendance at workshops, school sponsored events and parent usage of Datacation to support student success.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% increase in parent participation as a result of a parent presence in monthly parent events that include awards ceremonies, talent shows, curriculum nights, and workshops, measured by the frequency and number of parents participating.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents/ Guardians</strong></td>
<td>Oct. 2018--May 2019, meeting monthly</td>
<td>Title I Committee, Parent Coordinator, School Leaders</td>
</tr>
<tr>
<td><strong>Parents/Guardians</strong></td>
<td>September 2018 – June 2019, with meetings occurring monthly as calendared</td>
<td>Parent Coordinator, School Leaders, PA Executive Board</td>
</tr>
<tr>
<td><strong>Parents/Guardians</strong></td>
<td>September 2018 – June 2019, with meetings occurring monthly as calendared</td>
<td>Parent Coordinator, School Leaders, PA Executive Board</td>
</tr>
</tbody>
</table>

A. The Title I Committee consists of parent volunteers that, in consultation with, and approval of, the School Leadership Team, are responsible for allocating Title I funds from the school budget earmarked for parent involvement and engagement. The committee will survey the community, gauging interest on a variety of workshop topics. Based on the results of the survey, the committee will work with the school to secure highly qualified consultants to facilitate workshops that closely match the topics indicated in the survey as highly desirable by the community. *(SOP 6.4)*

B. MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent. Additionally, a monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website and in the main hall, in both English and Spanish. Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, curriculum nights, and workshops. Additionally, MHCS will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails. *(SOP 6.3)*

C. The parent coordinator will develop and lead parent workshops on topics parents find most useful, including Engrade pro online grade book, NYC School Accounts and the Common Core Learning Standards. Also, parent workshops in preparation for state assessments, navigating the school website, the high school selection process, and assisting students with organizational and study skills will be offered. The school will make a coordinated effort to reach out to parents inviting them to chaperon monthly field trips, and encouraging their involvement in dances and other events. *(SOP 6.2; 6.4)*

| N/A | N/A | N/A | N/A |

### 3b – Parent and Family Engagement
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

During the 2018-19 school year, in partnership with our CBO's East Side House, Team First, and Xposure, we will work to increase the level of parent engagement in our school as well as the number of positive school-wide events we hold per year. This will be measured by having an increased number of family members having input into the planning of events and in an increased number of parents attending events (PTA, SLT, Conferences, Amazing Mondays, Curriculum Night, workshops, events, etc.) as evidenced by the comparison of the number of participants noted on 2017-2018 sign-in sheets verses 2018-2019 sign-in sheets.

Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A. Parent Interest Surveys, consultants, workshops

B. Parent Handbooks, Internet access, monthly parent and student activities

C. Monthly parent and student activities

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will conduct ongoing monitoring of parental engagement including attendance at school events. By February 2018 we will track our parental attendance and compare it to that for 2017-2018, acting as our interim mid year check in. We will expect to see an increase in participation. Additionally, by January 2018, we will have had at least four school-wide events that involve parents and the community.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be measured by results from parent surveys and quarterly meetings to analyze the survey data.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State exam data, American Reading Company data, report card information, teacher referrals, NYC data</td>
<td>Core Ready, use of Teachers CollegeRubric and reciprocal reading.</td>
<td>Small group, one-to-one, tutoring</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math state exam data, NYC School Account data, report card information and teacher referrals</td>
<td>NTN/ KEMS, teacher made materials, Ready</td>
<td>Small group, one-to-one, tutoring</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td>Science</td>
<td>State exam data, American Reading Company data, report card information, teacher referrals, NYC School Account data</td>
<td>NYC Science Scope and Sequence and Urban Advantage</td>
<td>Small group, one-to-one, tutoring</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>State exam data, American Reading Company data, report card information, teacher referrals and NYC School Account data</td>
<td>NYS Social Studies Scope and Sequence, Passport Curriculum</td>
<td>Small group, one-to-one, tutoring</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>SBST referral, Teacher referral, parent request, AP referral, Principal referral, agency referral</td>
<td>At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk</td>
<td>Small group, one-to-one, tutoring</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td>counseling, RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach, (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness</td>
<td></td>
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</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 5 |

2. Please describe the services you are planning to provide to the STH population.

   Provide academic and social support, extended day support if necessary, transportation, supplies and uniforms.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
**Section 8: Title I Program Information**

**Directions:**
- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
<tr>
<td>Targeted Assistance (TA) Schools</td>
</tr>
<tr>
<td>Non-Title I</td>
</tr>
</tbody>
</table>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- A program schedule that builds common planning time, departmental conferences, and grade conferences
- Use of Learn to promote online teacher professional development
- Use of teacher texts such as *Focus* and *Teach Like a Champion* to promote specific classroom/teaching practices
- Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis
- Partner with consultants to provide lesson plan clinics, Instructional Rounds and classroom visits
- Partner with the Teacher Effectiveness Coach with emphasis on the Danielson Teaching Framework
- Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members
- “Aim and Objective” collections to ensure high quality questioning and planning of classroom lessons
- Webinars and tutorial resources based on Learn

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Work collaboratively with the PD Committee to plan Ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis. Attend Generation Ready and Teachers College workshops for Principals and Assistant Principals. Conduct Instructional Rounds hosted by the...
peer school. Refer teachers to Central led and content specific professional development opportunities. Partner with Urban Advantage to provide Professional Development for Science Department.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Measures of Student Learning Committee will be formed in September 2016, and met multiple times in accordance to the MOSL Committee guidelines supplied by the DOE. This committee will provide the principal with informed input, including the input of staff members via informal survey by committee members, towards the ultimate decisions regarding the selection of appropriate multiple assessment measures.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount
each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$285,075.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,826,366.00</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mott Hall Community School Parent Involvement Policy</strong></td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Mott Hall Community School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. The school will maintain this information.

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mott Hall Community School</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
</tbody>
</table>
MHCS administration, staff, and parents will collaborate on the development of a parent handbook. This handbook will be distributed to every parent.

A monthly calendar of Mott Hall events will be distributed to all families as well as maintained on the school website.

Mott Hall Community School will increase the number of events parents are invited to, including awards ceremonies, talent shows, and workshops.

Mott Hall Community School will improve communication efforts; in addition to backpacking flyers home, the school will make phone calls home, mail letters, follow up with Blackboard Connect calls and emails, and maintain the school website with current information and announcements.

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

Providing assistance to parents in understanding City, State and Federal standards and assessments;

Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and
inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
  - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

Mott Hall Community School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

Mott Hall Community School School-Parent Compact
Mott Hall Community School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
  - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

### I. School Responsibilities: Providing General Support to Parents

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

*Parent/Guardian Responsibilities:*

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Community school strategy is to support academic instruction through our three objectives which are improving student attendance, exposing students to high school articulation process and STEAM programming. Community School partnered agencies offer various programming focus on STEAM for our students such as Robofun, Sprout By Design, and Coding through Lego Robotics. Through these programs students will be able to enhance their skills which will help them expand their career objectives through student exposure and support of these three goals. It will also reinforce in class learning, and afterschool participation.</td>
</tr>
<tr>
<td>An additional element of this work will be to enhance our after school programming with the help of East Side House, Team First, and Xposure in an effort to encourage scholars to remain in the school building longer and to target the “whole child” by offering programs that fall outside of the CCLS-aligned curriculum.</td>
</tr>
<tr>
<td>Our SONYC program is STEAM focused.</td>
</tr>
<tr>
<td>Our community school staff will track daily attendance, hold weekly student success summit meetings to discuss data and scholar progress allowing us to put focus on the Framework for great school (Strong Family- Community Ties). As part of the interventions already implemented, a mental health coordinator will focus on community building and social emotional welfare of the community schools while building welcoming, encouraging and developing partnerships with families, businesses and community based organizations.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
ELT- Through our STEAM based programs students will be able to obtain exposure of the various science career fields. Students will begin to be exposed to the next generation of technology innovations. These hands on program will provide the necessary skills and information needed for students to expand their interest in the STEAM world. Attendance Supports- Advisors/ Success Mentors will be assigned to students in Tier 2 who have a difficult time arriving to school/ on time. Advisors/ Success Mentors will work with students to develop a plan which will help the student increase their attendance. By having an advisor/ success mentor students will have daily accountability to check in with the advisor. Family Engagement- We will continue to partner with the parent coordinator and the mental health coordinator to plan and implement workshops and events based on the needs of the school and families. Families participating in events/workshops provides them the opportunity to see what the students are learning in school. It also encourages families to have dinner conversations about their child’s school day. Health and Wellness- Through our on site Mental Health Clinic students will receive on site services and prevention offered by on site clinician. Vision Screening Services provided by Warby & Parker was a good success. Also a Mental health coordinator will be hired to provide added support to families and will be able to provide families with resources for things they may be in need of. Parent Resource Specialist- By offering these services, we will help students remove any academic barriers that would impede their enrichment. students should only have to worry about being a student and not life responsibilities.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

MHCS will increase family participation by making the school a hub of family and community activity and building family-school partnerships around student learning and we will fully integrate the broader community and culture into the school through activities such as community tours, the Asset Mapping and Needs Assessment process, and service provider fairs to share information on available resources. Our CBO also supports us in ensuring that parents are enlisted as partners in their child’s education and in developing and implementing the Community School vision and ELT is provided for enrichment and tutoring services.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastside House</td>
<td>Chronically absent/ late students</td>
<td>Attendance Supports</td>
<td>Increase student attendance by 3%</td>
</tr>
<tr>
<td>Astor Place</td>
<td>At risk students</td>
<td>Health and Wellness</td>
<td>Provide counseling services</td>
</tr>
<tr>
<td>Xposure</td>
<td>All Students</td>
<td>ELT</td>
<td>Provide enrichment and tutoring services</td>
</tr>
<tr>
<td>Eastside House</td>
<td>Parents</td>
<td>Parent Workshops</td>
<td>Increase parent involvement</td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment
Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Needed for Human Resources: This school year additional staff is needed to better implement the scope of work. The following are the staff that would be needed to help with the scope of the work, student advisors (1), mental health coordinator, parent engagement specialist and subcontractors to implement the STEAM programs such as Sprout by Design, Astor Services for Children and The A-List Group.

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Through our Community Schools Partnership, MHCS has mental health counselors to address students’ mental health problems, including behaviors caused by stress or trauma. They also provide classroom teachers with another partner to support high-need students and allow the educators to keep their focus on academic instruction. We also have drop-out prevention strategies such as mentoring to keep students engaged in school and on track for graduation. We are also engaged in parent involvement initiatives to help build family-school partnerships around student learning by offering workshops for parents around pertinent issues. SONYC also provides after school enrichment and tutoring services during ELT.

Part 4 – Community School Partnerships Oversight
**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilka Rivera</td>
<td>Community School Director</td>
<td>Eastside House Settlement - Urban</td>
</tr>
<tr>
<td>Natalia Alvarez-Plaud</td>
<td>SONYC After School Director</td>
<td></td>
</tr>
<tr>
<td>Michaela Daddabbo</td>
<td>Social Worker</td>
<td>Astor Place</td>
</tr>
</tbody>
</table>

Eastside House Settlement conducts an annual needs assessment of all enrolled students to determine their academic, health, social, and emotional needs. Every three years, the school also conducts a community-level needs assessment, which should engage all relevant local stakeholders.

**Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.**

Resources Needed for Human Resources: This school year additional staff is needed to better implement the scope of work. The following are the staff that would be needed to help with the scope of the work, student advisors (1), mental health coordinator, parent engagement specialist and subcontractors to implement the STEAM programs such as Sprout by Design, Astor Services for Children and The A-List Group.

**Part 4c. Timeline for implementation and completion, including start and end dates.**

August 2018 - June 2019

**Part 4d. Mental Health Work Plan**

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

**NOTE:** The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: __________</th>
<th>DBN: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>❌ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served: ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ K</td>
</tr>
<tr>
<td>✗ 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
</tr>
<tr>
<td># of content area teachers: ______</td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

The extension of the school day will consist of additional support in ELA and Mathematics with a specific lens on individual student needs, including Language acquisition. The extension will encompass all grades, and will run for 30 of the 40 school weeks during the year, starting mid-October and ending in May. The language of instruction will be English, and will be taught by an ENL teacher, an English teacher, and a Math teacher. Material will include the CORE READY ELA curriculum, the digital program SOUND READING, and additional peripheral material in the form of notebooks, folders, etc. The program will run twice weekly for two hours each meeting, with the support of an ENL teacher and an additional two teachers, one math, and one ELA. The program runs from 10/15/2018 to 5/15/2019.

## Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______

Professional development will include the opportunity to calendar lessons, plan lessons, administer and grade assessments, and properly chart student progress. The teachers who will receive training will include the ENL teacher, the English teacher, and the math teacher. Topics will include the acquisition of initial fluency in reading, and primary topics in writing that include expository, argumentative, and persuasive writing. The provider will be a CORE READY coach.

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

Quarterly workshops will target ELL parents to discuss both the implemented additional curricula and student progress in the extension of the day. The workshops will be
Part D: Parental Engagement Activities

provided by the ENL teacher in conjunction with the Parent coordinator. Parents will be notified through phone call, letter notification, and phone text.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>60 hours x $48.67 (teacher per session rate)</td>
<td>per session for extended day</td>
</tr>
<tr>
<td>• Per session</td>
<td>=$2,920.20 total per teacher x 3 teachers: $8,760.60 Total for per session</td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>PD 2 days from Core Ready Coaching: $2,200.00 ($1,100.00 per day)</td>
<td>PD days for staff</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>Clerical/Classroom supplies (100 code) $1,406</td>
<td>Classroom supplies for extended day</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12,366</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>Mott Hall Community School</td>
<td>467</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Basile</td>
<td>Jean Jeanty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Negron</td>
<td>Seema Sagar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Poli</td>
<td>Ruth Coleman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yasmin Tomko</td>
<td>Darlene Leidy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferdousi Rahman</td>
<td>Kristy Dela Cruz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Karen Ames</td>
<td></td>
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</tbody>
</table>

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>253</th>
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</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>19</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>7.51%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>TBE</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

At Mott Hall Community School, the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano )/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms J Negron (Assistant Principal); Mr B Coleman (Spanish)/Parent President, uses various assessment tools to assess the ELLs in our community. Reading fluency and comprehension are evaluated through 100 Book Challenge and Codex Materials. Teacher created assessments are also used to check for understanding and cognitive abilities. Oral questions as well as writing samples guide instruction and indicate how broad an academic backgrou offers each ELL offers.

This approach provides insights to where the strengths and weaknesses lie and serves as a starting point for instruction for the classroom, in addition to assessments done by Mr O Ling, the ESL teacher. Instruction is then guided and driven based on ELLs baseline performance and benchmarks are noted. This information is used for differentiation or individualizing instruction.
and is incorporated in the school’s instructional plan as an objective to increase their listening, speaking and writing capabilities.

2. What structures do you have in place to support this effort?
We have included grade and departmental meetings weekly to review assessment data and set interventions accordingly.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Mott Hall uses various tools to measure the success of the ELLs. Dated portfolios and anecdotal records are kept on all ELL student folders. Code X and the 100 Book Challenge where running records are used for those Early Production and more advanced ELLs. Audio books/listening centers are also used as benchmarks. In addition, the meeting Adequate Yearly Progress (AYP) is attained by advancing one proficiency level on the NYESLAT between two consecutive years; or making a total gain of 43 points on the NYESLAT; or scoring at the intermediate level or above on the NYESLAT is a great evaluative tool.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Tier II interventions are offered in extended day, and Tier three interventions are individualized and offered during the school day.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
Mott Hall use data, from Response to Intervention. This takes on the form of brief, that efficient and repeated testing of age-appropriate skills or behaivors on all students as well as ELLs works to improve attaining new language skills. These results are used to identify ‘at-risk’ ELL students who are in danger of academic failure. These scores are monitored for learning difficulties and are assessed to determine the need for supplemental instruction. A multi-tier model (Tier 1, Tier 2, Tier 3) is used to mark progress as an ELL is monitored closely. ELLs can start in a Tier 1 depending on their language proficiency/score; in classroom/small group. Further interventions can be provided in a small group in Tier 2: pull out in nsmall group. Tier3 intervention are for those ELLs who demonstrate insufficient progress in Tier 2: one on one instruction. The school implements the multi-tier model through a Inquiry Group which meets weekly. ELLs are discussed and progress is noted as each member of the Inquiry Group is assigned a task/strategy to be implemented. Different assessments and data are also used guide ELL instruction. This takes on many forms (i.e. abbreviated spellings; shorten test format; oral quiz; projects summarizing concepts; home language answers accepted; ipads used to translate responses). Results from a multi-disciplinary approach renders a more complete assessment of where the ELL student is and what the ELL has mastered. This can provide a good discussing point with the Inquiry group and a starting point for further instruction.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Ms F Rahaman (Arabic)/Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms J Negron (Spanish)/Assistant Principal) reviews inconsistencies which are apparent in the performances of some ELL students. Other students demonstrate a consistency in scores. All would benefit from more oral practice and one on one interactions with scholars which are proficient in English. Data Patterns across performance levels on NYSITELL and NYSESLAT and grades reflect some inconsistencies with some students. In other students, strong gains and insights to where the ELLs are in Second Language Acquisition.
The NYSITELL confirms the child’s eligibility and is only administered once upon registration if there’s an indication of a language other than English on the Home Language Survey. The child’s score will determine if he or she is entitled to receive services and will determine the level of English Language support. Levels in the NYSITELL include: Entering, Emerging, Transitioning, Expanding and Commanding. This test includes multiple choice, short answer response, long written response
and oral response questions in listening, speaking, reading and writing. The NYESLAT assess annually English language proficiency. It is aligned to the Common Core Learning Standards and New Language Arts Progressions. There are various Performance Levels. Its focus is through an integrated approach to various modalities. The complexity that it presents is through a grade-level text with a content focus for all levels. It also its relevant because it is instructionally s academic language.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Consistent student and parent forums review and disseminate information pertinent to accrued data.

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      For ELL students, the FreeStanding ENL program provides some instruction in the home language, emphasizing English Language acquisition. The two types are:
      (1) Stand-alone ENL: This is instruction to develop English language skills so that students can succeed in core content courses. This is delivered by a certified ENL teacher, Mr. O Ling.
      (2) Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.
      A combination of the push-in and pull out models is practiced in the Free Standing ENL.
      This enhances student understanding of English while learning classroom content. At the same time, this provides an opportunity for as well English-proficient peers to serve as language models." Push-in models promote collaboration between the classroom teacher and the ENL teacher, decrease in-class instruction time loss, and decrease student travel time.
   b. TBE program. If applicable.
      Not applicable.
   c. DL program. If applicable.
      Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   At Mott Hall, the mandated number of instructional minutes is provided in accordance to the ELLs proficiency level as reflected by the score on the NYESLAT. The five proficiency levels have a mandated total minimum mintues per week in accordance with their proficiency level and grade: If the ELL student in in grade 6, 7, or 8, and s a Beginner/Entering then 360 minutes per week; if Low Intermediate/ Emerging, then 360 per week; if Intermediate/Transitioning, then 180 min utes per week; if Advanced/Expanding then 180 minutes per week; if Proficienct/ Commanding, then 90 minutes per week. The Language Proficiency Team
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

There are three instructional models: the Transitional Bilingual model; the Dual Language Model; and the ESL model. In a Transitional Bilingual education program, ELLs have an ENL component designed to develop skills in listening, speaking, reading, and writing in English. They also receive a minimum of 2 content-area courses/subjects in the home language and English at the entering and emerging levels. Emphasis is placed on home language arts component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture. It is interesting to note that all of the students in a TBE program share the same home language. Materials in their home language to foster a reading and content skills in their native language as well as materials in English are used.

In a Dual Language Model, all content-area courses and subjects are taught in the home language and English. A home language arts component is designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture. In this model, 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs). Materials in their home language are emphasize to create a mastery of their native language and also emphasize the acquisition of English.

In the ESL Model, ELLs receive part of their ENL through an integrated model, in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction. Core content is delivered to ELL students through a push-in model. Materials in core subjects and in English reflecting different levels of language proficiency. Their home language is used to assist and bridge any possible gaps of understanding.

Mr O Ling, the ESL Teacher circulates and monitors student's comprehension and progress. Re-Stating Content area, stressing one or two main points, peer instruction and modeling responses aids in making information more comprehensible. Grouping ELLs with peers who speak the same language reinforces content area. This consists in making the ELLs feel more successful and motivated in making progress.

Of utmost importance, Mr O Ling/ESL Teacher strives for providing comprehensible input (ie understanding the message that is conveyed); make the lessons visual (ie visual representations of new vocabulary words); link new information to prior knowledge (ie link instruction to personal, cultural, and world experiences); determine key concepts (ie present unit of study in student-friendly terms); modify vocabulary (ie direct instruction of new words with pictures); use cooperative groups (ie work in small groups who speak the same home language if possible); and modify testing and homework (ie drawings; oral). Some methods used by Mr O Ling/ESL Teacher are: (A) the Total Physical Response (ie physical representations); Community Language Learning (ie personal links are fostered to enhance learning); and the Natural Approach (risk-free/no correction of errors; emphasis is placed on the use of authentic materials). Sheltered English is used to make academic instruction in English understandable to ELL students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students. In the regular classroom, English fluency is assumed. In contrast, in the sheltered English classroom, teachers use physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects.

Ms. Rosano, ESL teacher provides content area comprehensible by using the home language. He does this by circulating and monitoring student's comprehension and progress. By Re-stating content area, stressing one or two main points, peer-instruction through the home language and modeling responses he provides support and reinforces topics and new ideas. These methods are in alignment because the texts which are provided is a complex grade-level text which has been modified and made more comprehensible to the ELL learner.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach monitor and do on-going testing in the home languages. In addition, content area testing is translated orally and in written fashion. Responses are then evaluated in both oral or written fashion. In addition, there are on line screeners which can be used to assess content area in the home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

At Mott Hall, differentiated instruction takes many forms by modifying the curriculum in a classroom. Getting to know as much as possible about each ELL is fundamental and adds to the building of a rapport and trust. This will help setting and enforcing reasonable and attainable expectations.

A) A SIFE/ELL student would benefit from solely being pulled out and one-on-one; one important point at a time can be emphasized; have the ELL repeat and or explain the teaching point to check for understanding. Responses from a SIFE/ELL can be assessed in a check-off list in the home language or in English.

B) A Newcomer/ELL student would benefit from instruction from a peer who speaks the home language. The ELL can be responsible the peer-assigned and learn new vocabulary. Re-assurances that the ELL is not alone creates for a nurturing atmosphere. Support is given in the home language as well as with English.

C) Developing/ELL would benefit from collaborative group where he can hear other’s ideas and build the ELL’s own; write sentences with vocabulary words/nouns from the lesson. The use of flexible grouping allows teachers to match students with different peers for different types of activities. Support when needed is given in the home language, as well as in English.

D) Long Term/ELL would benefit from working with peers in cooperative groups and leadership roles. Here, the ELL leads the discussion; write sentences with vocabulary words. Support is given in the home language, as well as in English.

E) Former ELLs/who receive at least one half of one unit of study of ENL (90 minutes per week) for two years after exiting would benefit from leadership roles and ‘peer mentoring’ which would support the student’s language development and academic progress. Support is given in the home language as needed, as well as in English.

All ELLs are afforded testing accommodations. Some of them are:
1) Time extension (all exams) for ELL students on NYS ELA and content-area assessments and on Regents examinations, such as "time and a half"
2) Separate location (all exams): for ELL students are provided optimal testing environments and facilities.
3) Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times for ELLs students on grades 3–8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
4) Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects.
except languages other than English exams (LOTE) for direct one-to-one translation of words; not for definitions.

5) Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. If SED provides translation of state examinations, then ELLS may use both English and home language edition. This is information that is so indicated on the answer sheet.

6) Oral translations for ELLs for low incidence languages are not allowed for English Language Arts examinations. ELL student may be provided with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.

7) Writing responses for the ELLs in the home language is not allowed for English Language Arts examinations. ELL student making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In Mott Hall we use many instructional strategies and grade level materials (in home language, in English) for ELLs-SWD. They are of high-interest and relevant. All Materials are aligned to CCLS and the Linguistic Demands derived from the New Language Arts Progressions. All curriculum is modified and adapted to meet the different proficiency levels. Exemplars and posters with main ideas are presented as summary of the objectives. These serve as motivation and incentives to accelerate English Language Proficiency.

Some instructional strategies and approaches for teaching ELLs-SWD (are presented in home language and in ENL):

- Provide comprehensive input so as to make the home language or ENL information relevant to them; ie information that they can relate to or makes sense.
- Make as many lessons as visual as possible in home language or ENL; ie have as many props and visuals as possible.
- Link information in home language or ENL to prior knowledge so that they can make connections to something that is known: use scaffolding for SIFE/ELLs. Information needs to be made similar to something they have experienced.
- Modify instructional vocabulary in home language or ENL to a few words so that they are not overwhelmed with 20 words; ie present 5 words, instead of the 10 words.
- Use of collaborative learning groups to create a safe/risk-free environment to speak and be heard in home language or ENL; ie speaking in small groups is more confidence building and provides a risk-free environments to make mistakes.
- Adjust testing and homework assignment so that it becomes a do-able task in home language or ENL; ie making the test oral; limiting the homework to less.
- Create interactive lessons with hands on learning so as to make experience more memorable and meaningful in home language or in ENL; ie using roleplaying/re-enactment to portray a scene in a book.
- Encourage creativity and flexibility in the responses that are expected so as to establish a risk-free environment in home language or in ENL; i.e. present different responses in a risk-free environment.
- Enhance and support the curriculum in home language or ESL by creating activities for all ELLs and students to become successful; ie create activities in which an Emerging ELL can do by pointing or saying a few words.
- Play cognitive games, i.e. vocabulary bingo, to facilitate vocabulary and language comprehension;
- Incorporate pocket charts with sentences strips to be manipulated by the ELLs to create new sentences or confirm vocabulary meanings; ie noun strips and be placed with correct verb bearing sentence.
- Include Technology and software to facilitate independence and practice in newly presented information. This in particular supports all ELL sub-groups as a good many students are savvy regarding technology and computers. Although the ELLs may not have access at home to technology, in the classroom it becomes a
strong instructional strategy/approach which motivates students of all ages and proficiency levels. (For those SIFE ELLs, you can peer s/he with an ELL who is non-SIFE). Here on-line reading programs in the home language can be strengthened; or reading materials in the home language heard. Vocabulary can be introduced in English followed with representations of it. On line programs, like ACHIEVE3000, which differentiates in reading levels is visual and very appealing. Achieve3000 is available in English and Spanish.

The Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Ms. Rosano /ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms J Negron (Spanish)/Coach ensures that all mandated related services for the ELL-SWD are rendered. ELLs-SWD whose IEP mandates ESL instruction and Bilingual Instruction are also followed by the Language Proficiency Team. Mr J Jeanty, Assistant Principal reviews all IEPs with the Ms R Maschio, IEP Teacher to confirm that all are being served.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school offers SETSS (Sepecial Education Support Services) model, Integrated Co-teaching model, and Flex Scheduling, and to ELL-SWD who are ready for Least Restrictive Environment(LRE). If the ELL-SWD is meeting or has met their IEP goals then they are ready to meet goals in the next Least Restrictive Environment. The School (ie through an Annual Review) or SBST/SAT (School Based Support Team/School Assessment Team: through a Triannual) can make the recommendation for an ELL-SWD to be placed in a Least Restrictive instructional setting. The school achieves this by offering a SETSS setting (i.e General Education placement with the assistance of a push-in SETSS Teacher), an ICT setting (i.e placing the ELL-SWD in an Integrated Co-Teaching setting where there 15 General Education students with only 10 IEP students); scheduling Flex Schedule (ie ELL-SWD is placed in one or two General Education classes). These placements foster and encourage ELL-SWD to achieve not only their IEP goals but their English proficiency goals in a Least Restrictive Environment.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

At Mott Hall, the following are many Intervention programs for ELLs, some are offered in home language (Spanish), some in ENL. All programs are open to the ELL subgroups: SIFE, Newcomer, Developing, Long Term and Former ELLs. ELL students who are failing, in danger of failing, recommended by teachers, or parents are welcome to the Intervention.

- Academic Intervention Services (AIS), is an intervention program which is offered after school in ELA and Math in ENL for ELLs. Attendance Sheets and folders are kept on progress; gains are recorded. IEP goals for ELLs are printed and monitored for mastery in ELA and Math. Their work toward the goal completion is kept in folders. Summary Progress charts are often posted are kept to ensure progress.

- Special Education Teacher Support Services (SETSS) in ELA and Math are offered in English, Spanish/Arabic and ENL. Attendance Sheets and folders are kept on progress; gains are recorded. IEP Goals for ELLs are printed and monitored for mastery. Their work toward goal completion is kept in folders. Summary Progress charts are kept in the classrooms to ensure progress.

- Early Period Interventions are offered for ELLs for Social Studies and Science.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   At Mott Hall, early morning programs for ELLs will be considered to benefit the ELLs. ELL students are dropped off early, before breakfast, and would benefit from doing something meaningful. This consideration has come from some students, as well as parents. Students have voiced a need for somewhere to go and get help for homework that was not understood. At parent-teacher conference, ELL parents have also inquired as to the existence of an early morning program.

10. If you had a bilingual program, what was the reason you closed it?
    All Programs/services at the school are expected to continue through the school year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    At Mott Hall, equal access to all ELLs to school programs are afforded through the availability of multi-lingual staff (ie Language Proficiency Team (LPT) (Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach) which conduct each program with all students in mind. ELLs are represented in all areas of school life. They are able to participate in clubs and intervention Programs to the fullest through a nurturing ESL trained staff who is sensitive to their needs. The LPT reach out to ELLs to explain and answer questions regarding the activity. They invite the ELLs to visit and try the club. Some School programs include: (1) Exposure (Enrichment Digital) for ELLs and well as non-ELLS, provided by bilingual staff. The (2) Chess Club for ELLs explains the strategies needed to play chess, is offered by Ms T Plummer/Guidance Counselor, who has been trained in different ESL methodologies. ELLs report to have enjoyed themselves in the club. Their attendance and their mastery of the art (ie chess digital photography) indicate how welcomed they felt.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    The school uses various instructional materials to support ELLs. Some examples of this are:
    -technology: use of ipads and pcs; websites
    -cognitive games, ie bingo using content vocab words; hang man;
    -pocket charts with sentence strips

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    In Mott Hall, home language support is delivered by the Language Proficiency Team((Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; depending on the need of the ELL student and the program model. Bilingual books and iPads are used to support the acceleration of the English as a New Language. Support staff is available from the Language Proficiency Team to assist in all three models to accelerate English acquisition.

    In the Dual Language program model, instruction is maintained in both languages (home and ENL). In this model, half of the instruction is done in English and half in the home language. ELL students are taught alongside English-speaking students so that all students become bi-cultural and fluent in both languages.

    In the Transitional Bilingual Education program model, instruction includes Native Language Ats and subject matter in the
home language, as well as intensive instruction in English as a New Language. Here, as the student develops English proficiency using the strengthened knowledge and academic skill in the home language, instruction in English increases and home language instruction decreases.

In the Freestanding English as a Second Language, program model, all subject matter instruction is provided in English through the use of specific instructional strategies. Support in the home language may be provided.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The School ensures all required services/ resources correspond to ELL’s ages and grade levels through strict vigilance from the by the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach. Records from ATS are crossed—referenced with birth certificates to confirm current grade and age placement.

ESL eligibility, proficiency levels; parental ESL selection; etc. are reviewed through documents and ATS reports.

Required services as mandated by the IEP are reviewed with the on line program SESIS and Ms McGill, Special Education Administrator.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

The school, uses various instructional materials to support ELLs. Some examples of this are:
-technology: use of ipads and pcs; websites
-cognitive games, ie bingo using content vocab words; hang man;
-pocket charts with sentence strips

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Some of the activities that Mott Hall offers before the beginning of the school year for newly enrolled ELLs is an orientation for the new incoming ELLs which happens in early September. Here, all the new incoming ELLs are invited to take a tour of the school. They are introduced to the Main Office, classrooms, bathrooms, library and cafeteria. The Principal, Mr B Basile welcomes all. The Language Proficiency Team is introduced: (Mr J Jeanty, Assistant Principal; Ms. Melissa Rosano/ ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/ Spanish Teacher; Mr M Islam (Arabic)/ Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms T Plummer/ Guidance Counselor; Mr W Robinson/ Attendance Teacher).

Library and other organizations are explained in the home language. Flyers are distributed to ensure that information reaches home. High School choices for the Eight graders are discussed. Light refreshments are served.

For the ELLs which are enrolled throughout the school year, a similar orientation is done on the day they register. The ELL is taken on a tour of the school: Main Office, classrooms, bathrooms, library and cafeteria.

Language Proficiency Team ((Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahaman (Arabic)/ Related Servic Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach

17. What language electives are offered to ELLs?

The school offers Spanish as a language elective.
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Mott Hall offers Spanish as a language elective.

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Mott Hall offers Professional Development for all personnel staff who have direct contact with the school (including Para Professionals; ESL Teachers; Speech Therapists; Physical Therapists; Occupational Therapists; Secretaries and Parent Coordinators; Secretaries) The Principal, Mr B Basile together with Mr J Jeantry introduce the ELL students' names and their proficiency levels early on. In house Professional Development might have the school based coaches, Ms I Williams and Ms J Negron review the four stages of Second Language Acquisition (i.e. Pre-Production; Early Production; Speech Emergence; Intermediate Fluency). They present instructional activities relevant to each stage. Teachers then develop activities that would be appropriate and relevant for each of the stages. A Calendar of future Professional Development days that will cover more in depth aspects of ENL are shared. An Email from the Division of English Language Learners and Student Support Services are forwarded to encourage outside opportunities for NYC DOE Educators learn more about ENL. Leadership Institutes course for Teachers of ELLs; and a Guidance on Implementing the Amended Commissioner's Regulation (CR) Part 154 for ELLs is offered with easy on line registration. In addition to informational courses, the email presents opportunities for NYS Certification in PK-12 English as a Second Language; as well opportunities for ELL youth (ie Application for the 2015 Angelo del Toro HispanicYouth Leadership Institute (ie skills learn about the Senate; debating; writing skills). The American Institute for Research is also mentioned as a resource where all ELL supports may learn how to scaffold challenging texts.

At Mott Hall, Professional Development is offered to teachers of ELLs so that all can support and assist in the acquisition of English, while engaging in the Common Core Learning Standards. In addition to in house Professional Development. UFT information is posted to inform teachers of ELLs of new courses available. A Calendar of future Professional Development days that will cover more in depth aspects of ENL is shared. Emails from the Division of English Language Learners and Student Support Services are forwarded to encourage outside opportunities for NYC DOE Educators learn more about ENL. Leadership Institute's courses for Teachers of ELLs; and a Guidance on Implementing the Amended Commissioner's Regulation (CR) Part 154 for ELLs is offered with easy on line registration. In addition to informational courses, the email presents opportunities for NYS Certification in PK-12 English as a Second Language; as well opportunities for ELL youth (ie Application for the 2015 Angelo del Toro HispanicYouth Leadership Institute (ie skills learn about the Senate; debating; writing skills). The American Institute for Research is also mentioned as a resource where all ELL supports may learn how to scaffold challenging texts.

In addition, there is on line a website called After School Professional Development Program (ASDP) which provides high-quality, rigorous professional learning options for NYC school teachers in their pursuit of the vision that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult. It offers a list of courses that are available for registration in the current semester. All courses are aligned with the Common Core Standards.

Mott Hall meets the minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for Co-Integrated Teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language (ENL) teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with Common Core content area instruction, including a focus on best practices.
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The school provides staff with in-house and other Professional Development opportunities to support staff as they assist ELLs in their natural transition from middle school to high school. The Language Assessment Team: Mr J Jeanty/Assistant Principal; Ms. Melissa Rosano/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Providers; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher attend Professional Development to learn more about transitioning ELLs to High School and turn the staff so that all are versed in the most recent instructional opportunities available.

Ms Plummer/Guidance Counselor, Mr O Ling (Chinese)/the ESL teacher and Ms Maschio (Spanish)/the IEP teacher assist ELLs as they transition from middle school to high school through visits to high schools which offer ESL programs as well as programs which may offer classes in the native language. High School Fairs are also held to facilitate the transition process.

At Mott Hall, Professional Development requirements are met both in-house and are pursued outside the school. UFT courses and online course opportunities are offered as per CR Part 154.2 are met through professional development for all teachers, para-professionals and related service providers and administrators that specifically addresses the needs of ELL students. There is a minimum of fifteen percent (15%) of the required professional development hours for all staff where the PD must be dedicated to language acquisition, including a focus on best practices for Co-Integrated Teaching Strategies and integrating language and content instruction for ELLs. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with Common Core content area instruction, including a focus on best practices for Co-Integrated teaching strategies and integrating language and content instruction for ELLs.

Attendance sign-in sheets for in-house PD, as well as Permission to attend PD are filed (and authorized/signed by the principal) to monitor, keep track and grant permission to attend. These are filed and entered into an online system. Agendas are required for those PD outside of school. Staff often turn key the school.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides through the Parent Coordinator, Ms Leidy, and Language Proficiency Team: (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese)/ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher; Ms D Leidy/Parent Coordinator; Ms I Williams/Coach; Ms J Negron (Spanish)/Coach; Mr B Coleman (Spanish)/Parent President. notifications which are sent out to Parents in the home language (ie phone blast, emails in home language). These parental notification give in addition to the orientation, an opportunity to discuss in the home language and come to a better understanding of the school’s goals for the ELLs. Other items are also discussed, depending on the topic of the day. Here, the parents may discuss, in their home language, Language Development Progress in ENL, results from language proficiency assessment, and language development toward all content areas. Direct Access to Over-the-Phone Interpretation Services for school will be done directly with Language Line. The school will be able to obtain an interpreter in any of 200 languages, any time of the day.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In school, parental involvement is organized by the parent coordinator, Ms Leidy. Specific Activities might include having parents continue reading to their children in their native language; having parents pose critical thinking questions related to stories that they have just read; talking about tradition and cultural events relative to their countries; board games which encourage literacy. Through the Translation Unit and Interpretation Unit, parental involvement is facilitated and encouraged as there is no language obstacle for parents of ELLs. It offers New York City public schools and offices written translation, on-site interpretation, and over-the-phone interpretation services. It is available in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. In addition there is also access to on-site interpretation services in 90 languages and over-the-phone interpretation services in 200 languages. Schools also have access to resources such as A multilingual welcome poster and translated signage; An archive of pre-translated applications, forms, and templates A language identification guide for school staff and an “I speak…” card and Bilingual glossaries of Department of Education terminology and special education terms and definitions

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
### Part V: ELL Identification Attestation

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, **Benjamin Basile**, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   - If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   - The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   - If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   - Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   - Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    - If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    - If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Basile</td>
<td>Principal</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Jean Jeanty</td>
<td>Assistant Principal</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Darlene Leidy</td>
<td>Parent Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Melissa Rosano</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
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<tr>
<td>Bigelacio Coleman</td>
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<tr>
<td>Rose Maschio</td>
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<td>11/20/17</td>
</tr>
<tr>
<td>Gloria Menda</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>Melissa Rosano</td>
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<tr>
<td>Jackie Negron</td>
<td>Coach</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Tanya Plummer</td>
<td>School Counselor</td>
<td></td>
<td>11/20/17</td>
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<tr>
<td>Dr Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>Kristy Dela Cruz</td>
<td>Field Support Center Staff Member</td>
<td>_08</td>
<td>11/20/17</td>
</tr>
<tr>
<td>Ferdousi Rahman</td>
<td>Other Related Service</td>
<td></td>
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</tr>
<tr>
<td>Yasmin Tomko</td>
<td>Other Instructional Support</td>
<td></td>
<td>11/20/17</td>
</tr>
<tr>
<td>David Poli</td>
<td>Other Instructional support</td>
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<td>11/20/17</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08X467  School Name: Mott Hall  Superintendent: Dr

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Mott Hall is assisted by the Language Proficiency Team (Mr J Jeanty/Assistant Principal; Mr O Ling (Chinese); ESL Teacher; Ms R Maschio (Spanish)/Bil IEP Teacher; Ms G Mendia (Spanish)/Spanish Teacher; Mr M Islam (Arabic)/Para professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher) ensures that all the ELLs parent language preferences are observed. In addition, the school uses many tools in assessing language preferences of the parent community in order to communicate with them written and orally. The school wants to ensure that all parents are given a meaningful opportunity to participate in their child’s education program. The Language Access Plan ensures the provision of appropriate translation and interpretation services for limited English proficient (LEP) parents are in accordance with Chancellor’s Regulation A-663. This requires language services be provided in the nine most common languages other than English spoken by parents of New York City school children. The Home Language Identification Survey (HLIS) is provided in these languages are Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu (hereinafter referred to as the “covered languages”). These languages,
including English, account for over 95% of student households. Support in additional languages is available through contracted vendors. ATS Reports are used to summarize language preferences. Student Emergency Cards as well as surveys are available through the Translation and Interpretation Unit (T & I).

The T&I Unit ensures that the quality of the language services because it is critical to communicating effectively with our ELL parents. They work in collaboration with other DOE offices to rollout the following evaluation mechanisms to ensure the successful implementation of its language access initiatives: (1) Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers; (2) T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit;

(3) School Survey for Parents – Survey made available to all school-aged parents to assess their child’s school, including whether or not the school is communicating with the parent in their native language; (4) Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.

In addition, the T & I Unit maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all DOE schools and offices.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mott Hall’s preferred languages for parents of ELLs for both written and oral include the following: Spanish; Arabic; and Chinese.</td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
At Mott Hall, the following documents are disseminated to parents with the help of the Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;) who assists in the dissemination with the documents. The translation of these documents is done in-house by the Language Proficiency Team. Some documents have to be translated every year: Annual Handbook; Calendars; Parent-Teacher Conference announcements; New York State testing dates; letters from the school administration. Black Board connect, as a phone blast, is used to communicate with ELL parent in their home language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language Proficiency Team (Mr J Jeanty/Assistant Principa; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;) are on available for all formal and informal meetings throughout the school year. Some of these meetings are Curriculum Nights (September); Healthy Snacks (October); Parent-Teacher Conferences (November); Science Night (November);</td>
<td></td>
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</table>
As part of the Language Proficiency Team, both Mr. W. Robinson/Attendance Teacher and Ms. T. Plummer/Guidance Counselor are present at those meetings to confirm information or clarify issues. Their presence assist ensuring that parents make the choices they want and that there's additional follow-through and support from the school.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The Language Proficiency Team (Mr. J. Jeanty/Assistant Principal; Mr. O. Ling (Chinese)/ESL Teacher; Ms. R. Maschio (Spanish)/Spanish Teacher; Mr. M. Isham (Arabic)/Para Professional; Ms. F. Rahman (Arabic)/Related Service Provider; Ms. D. Leidy/Parent Coordinator; Ms. T. Plummer/Guidance Counselor; Mr. W. Robinson/Attendance Teacher;) will fulfill notification requirement for translation and interpretation services based on in-house multi-lingual team. Multi-translated documents will be part of the file and kept for future usage. Interpretations and on the spot translation will also be taken care in-house.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
The Language Proficiency Team (Mr J Jeanty/Assistant Principia; Mr O Ling (Chinese)/ ESL Teacher; Ms R Maschio (Spanish)/Spanish Teacher; Mr M Isham (Arabic)/Para Professional; Ms F Rahman (Arabic)/Related Service Provider; Ms D Leidy/Parent Coordinator; Ms T Plummer/Guidance Counselor; Mr W Robinson/Attendance Teacher;

The Translation and Interpretation Unit (T & I) ensures that the quality of the language services because it is critical to communicating effectively with our ELL parents. They work in collaboration with other DOE offices to rollout the following evaluation mechanisms to gather feedback from parents on the quality of services. They do this in order to ensure the successful implementation of its language access initiatives: (1) Principal Satisfaction Survey – Survey distributed to all school principals to assess the central supports provided to schools, including the provision of language services by the T & I Unit and external language service providers; (2) T & I Customer Satisfaction Survey – Survey distributed to all T & I customers to assess provision of language services by the T & I Unit; (3) School Survey for Parents – Survey made available to all school-aged parents to assess their child’s school, including whether or not the school is communicating with the parent in their native language; (4) Monitoring of Multilingual Welcome Poster – Site visits to determine if schools have the required multilingual welcome poster visibly posted at the entrance of the facility.

In addition, the T & I Unit maintains records of all service requests received for written translation services, on-site interpretation services, and over-the-phone interpretation services from all DOE schools and offices.