

PROSPECTUS: MOTT HALL CHARTER SCHOOL

I. EXECUTIVE SUMMARY

Mission

The mission of the Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. We accomplish this through an interdisciplinary, liberal arts curriculum, employing a longer instructional day and year, implementing the International Baccalaureate Program, AVID Advisory Program, Sanctuary culture model¹, technology infusion, an enriched arts program, and service learning.

Key Design Elements of Mott Hall Charter School

Building on a track record of success - Mott Hall Charter School is based on the Mott Hall school model which has a track record of academic success in underserved communities and a strong reputation amongst parents and community members. The original Mott Hall middle school is consistently ranked as one of the top middle schools in New York City. “Inside Schools” calls it “the jewel of district 6” and a great “source of pride in the Dominican Communities of Washington Heights and Inwood where most of its students live.”² Building on this success, Replications, Inc. (Replications), a New York City based school start-up and support organization has opened six Mott Hall middle schools over the past ten years all of which have achieved attendance levels well above 90% and have maintained the same high academic standards.

Educational Program - Mott Hall Charter School’s curriculum is standards based and all learning activities and assessments are aligned to the New York State and Common Core standards. MHCS’s educational program is guided by the International Baccalaureate Middle Years Programme (MYP), the AVID Advisory Program, and the Sanctuary culture model.

- The International Baccalaureate Middle Years Programme (MYP) ensures academic rigor through high quality teacher professional development and a curriculum framework which puts students at the center of a changing and increasingly interrelated world.³
- AVID (Advancement Via Individual Determination) is an advisory program designed to prepare students from low-income and ethnic or linguistic minority backgrounds for entrance to top high schools, colleges and universities by teaching students how to study, read for content, take notes, manage time, and improve critical thinking.⁴
- Sanctuary strives to create a community free of all forms of violence including physical, emotional, and social where all students can be fully available for learning because they feel safe and empowered.

Curriculum and Instruction at Mott Hall Charter School - Teachers at MHCS will use Understanding by Design (UBD) as their primary method of curriculum development. Instruction is delivered through constructivist, interdisciplinary and project-based pedagogy. In MHCS classrooms the Workshop Model of instruction will be used to ensure that students are constructing their own knowledge within a social context instead of passively receiving it from the teacher. Daily instruction in the workshop will consist

¹ Upon Charter authorization, MHCS will begin the process for becoming an accredited International Baccalaureate Middle Years Programme, AVID, and Sanctuary program school.

² See Inside Schools (<http://insideschools.org/index12.php?fso=159&all=y>)

³ See IB <http://www.ibo.org/myp/>

⁴ See AVID online <http://www.avidonline.org/>

of three basic parts: direct instruction; independent or small-group work; and sharing of work with peers. Within this daily structure, students will have choice in what they study, how they study it and how they present their learning. In this way students are not only more invested in their work, but they learn about themselves and their own work habits. Their peers become a real audience for whom they share their learning: not just the teacher and the grade book. The teacher serves as an expert in the subject matter, an advisor and coach—not simply the source of information and evaluator.

Serving Students with Special Needs - Mott Hall Charter School will ensure that English Language Learners (ELL) and students with Individual Educational Plans (IEPs) have the additional resources they need to thrive. Our goal will be to mainstream these students into the most challenging and least restrictive classes possible. We will ensure that students receive all necessary accommodations to enable them to meet and exceed State standards. The MHCS Special Education teacher will work closely with other teachers to help them understand the needs of students with IEPs and help implement the best teaching practices. Our ELL instructional model will be the Sheltered Instruction Observation Protocol (SIOP) model, which pairs language objectives with learning objectives, in which all MHCS teachers will receive training. When ELL students or students with IEPs require additional time-on-task, the school will provide additional instruction during its Saturday program.

Technology - Despite the fact that technology has changed every aspect of life and work all over the world, our schools have been slow to effectively integrate technology. At Mott Hall Charter School technology will be used in every class to improve, speed, and expand the scope of student work experiences. Basic technology skills, internet safety, and the use of targeted software will be explicitly taught, but once the students have been given the tools, they must be expected and allowed to use them. Students will use technology to conduct research, build models, communicate, and share their learning.

Capacity to effectively launch, oversee and govern the Mott Hall Charter School

The Mott Hall Charter School planning team is highly qualified to launch, oversee, and govern this school. The team has a wealth of experience working in Mott Hall schools, including the original Mott Hall, Mott Hall III, Mott Hall V, and Mott Hall Science and Technology Academy. The proposed leader for this school is currently the principal of Mott Hall Bronx High School, a high-performing IB accredited school in D9 in the Bronx. The team has extensive experience in school start-up, school administration, operations, middle school instruction, youth development, student support services, and community engagement. The founding Board of the Mott Hall Charter School is well-balanced and diverse, capable of governing the school towards academic excellence, sound operations, and fiscal responsibility. Founding Board members include three current Bronx principals (two from Mott Hall middle schools and one from an ELL focused school), an education accountability expert, an ELL expert, a community arts partner, a school facilities expert, a Vice President of Leadership Diversity from Goldman Sachs, and the Director of Intergovernmental Affairs for Governor Patterson who grew up in CSD 8. The MHCS Board will also reserve seats for a student, parent and teacher representative once the school opens to ensure these important voices are represented in the governance of the school.

In addition the institutional partner for the Mott Hall Charter School will be Replications, Inc. Over the past ten years Replications has developed 28 schools in low-income communities and currently provides on-going academic and operations support to a network of 14 district schools throughout New York City. As its Charter Management Organization (CMO), Replications will oversee the start-up of Mott Hall Charter School, provide on-going support services and hold Mott Hall Charter School accountable for fidelity to the Mott Hall model and meeting its stated performance goals.

II. STUDENT POPULATION

A. Student Enrollment

Mott Hall Charter School Anticipated Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th	110	110	110	110	110
7 th		105	105	105	105
8 th			100	100	100
9 th					
10 th					
11 th					
12 th					
Ungraded					

B. Target Populations

Mott Hall Target Population

Mott Hall Charter School proposes to be sited in either Community School District 8 or 9, both high needs districts in New York City. Replications knows both these districts well having started and supported schools in both CSD 8 (Mott Hall Community School) and 9 (Mott Hall Bronx High School, Mott Hall Science and Technology Academy, Frederick Douglas Academy III). CSD 8 includes the Castle Hill, Hunts Point, Throgs Neck and Soundview sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 5,000 middle school students. 14.6% of students in the district are designated special education. ELL students account for 12% of all school age children in district 8, the majority of whom are native Spanish speakers.

District 8 has a demonstrated need for quality middle school choices. Last year only 58.5% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 67.8% met proficiency on the NY State math exam. These scores remain lower than the city averages of 66.8% and 76.4% respectively. This community has a 30% poverty rate - much higher than the national average of 9.2%. Approximately 85% of students in D8 receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited in district 8. There are currently 6 charter schools serving district 8 – only 4 that serve middle school students. Last year almost 1,000 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Community school district 9 includes the Grand Concourse, Morissania, Tremont and Crotona Park sections of the Bronx. These neighborhoods consist of a mainly Latino and African American population and serve approximately 6,000 middle school students. 12.65% of students in the district are designated special education. ELL students account for 24% of all school age children in district 9, the majority of whom are native Spanish speakers.

District 9 has a demonstrated need for quality middle school choices. Last year only 49.7% of 6th – 8th graders in the district scored at or above grade level on the NY State ELA exam while only 64.4% met proficiency on the NY State math exam. These scores remain well below the city averages of 66.8% and 76.4% respectively. This community has a 42.1% poverty rate - significantly higher than the national average of 9.2%. Approximately 90% of students in D9 are eligible to receive Free or Reduced Lunch.

For students and families seeking middle school education options, quality choices are limited. There are currently 6 charter schools serving district 9 – only 1 that serves middle school students. Last year almost 2,200 students were waitlisted for charter school placement in this district, indicating an unmet demand for quality charter options.

Community Support for Mott Hall Charter School

Strong community support is the foundation for any new school and is an invaluable way to attract new students as well as to leverage additional services and supports which help retain students. This past spring, the Mott Hall Charter School planning team has canvassed the community and found a plethora of enthusiastic support for this charter school – from principals and parent coordinators at local elementary schools to community based organizations and local political leaders as well as current schools with which we work. We have not only shared information, but we have elicited feedback and participation in the creation of the school through informal discussion and more formal Community Feedback Surveys. We’ve found that the community believes there is a real need for the new high-quality middle school option which Mott Hall Charter offers – stakeholders being most attracted to Mott Hall’s strong reputation, its focus on academic rigor, integrated technology, arts enrichment, and a range of after-school programs and supports available for students. Given the positive response we’ve received from the following community partners we will continue to work with them to get the word out about Mott Hall Charter School, admissions requirements and timelines to families of prospective students, particularly those typically less informed about educational choice options:

- **Bronx Community Board 2**
- **Bronx Community Board 4**
- **The Bronx Borough President’s Office**
- **State Assembly Member Marcos Crespo**
- **State Senator Jeff Klein**
- **Councilmember Helen Foster**
- **Councilmember James Vacca**
- **Elementary School Principals, Parent Coordinators, and Parent Associations:** Due to the fact that we are known in the public education community and that Mott Hall Charter School proposes to start in 6th grade rather than 5th grade we have been welcomed by local elementary schools eager for a high-quality middle school option for their graduating students. Members of the planning team were invited to Parent Associations meetings at PS 69, PS 75 and PS 146 to introduce the Mott Hall Charter School proposal. Many parents expressed interest and support and wanted more

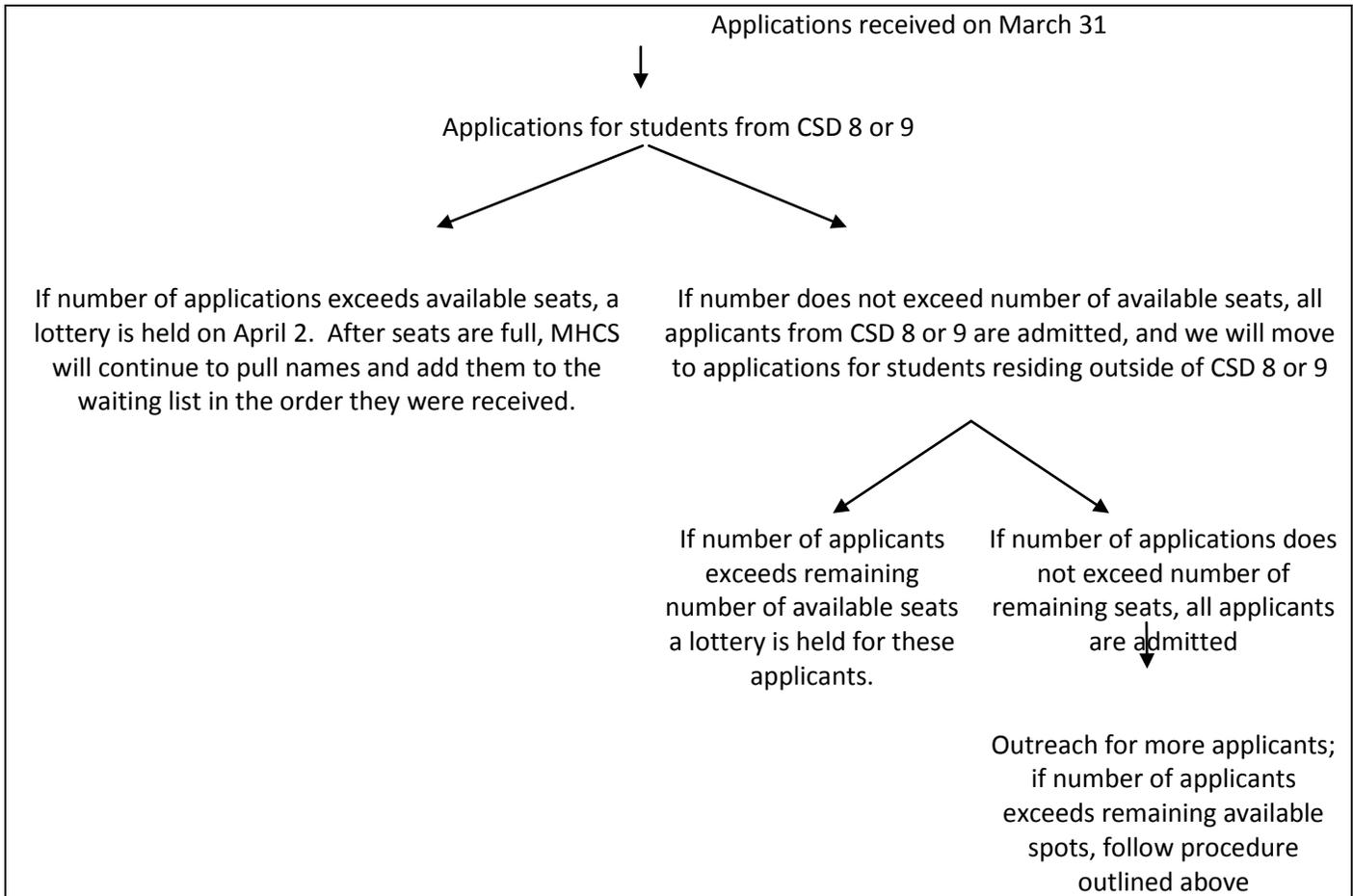
involvement once the school was approved. We will continue to build relationships with elementary schools across the district.

- **Claremont Neighborhood Centers:** Located in the Claremont/Morrisania section of the South Bronx, Claremont Neighborhood Centers, Inc. has pledged its support for the Mott Hall Charter School. Focusing on neighborhood needs, Claremont's services include: child care and after-school programs with activities such as karate, drama and photography workshops, dance and computer instruction and a range of athletic activities. In addition, Claremont offers a Nite Light program for teens with extended recreational hours until 10 pm, a job assistance program, summer day camp and participation in The New York Fresh Air Fund. We will work with Claremont to ensure that families they serve know about and apply to Mott Hall Charter School.
- **Casita Maria:** Established in 1934, Casita Maria was the first charitable organization to serve Hispanics in New York City. Today Casita Maria provides after school education in the arts, literacy and job readiness while addressing critical needs for youth, families and seniors in the Bronx. Casita Maria Executive Director Sarah Calderon is a founding Board member and has expressed support of the Mott Hall Charter School and its shared mission of providing students with the education and skills they will need to compete effectively in the 21st century. Thanks to their long standing roots in the Bronx Casita Maria will be an invaluable student recruitment partner.
- **Police Athletic League (PAL):** PAL is New York City's largest independent youth development not-for-profit organization that operates head start/day care, after-school, evening teen, summer day camp, youth employment, truancy prevention, juvenile justice and re-entry, city-wide sports, play streets and part-time centers, food service, and adventure learning programs for pre-school kids, children and adolescents ages 3 to 19. In its 95th year of service, PAL is continuing its evolution and remaining a vibrant and vital NYC institution. We will advertise Mott Hall Charter School at the PAL Center and events.

Family Outreach and Recruitment

MHCS is open to all students eligible to enroll in New York City schools with admissions preference given to students residing in Community School District 8 or 9 depending on which community school district the school is located. Further, the school will reserve seats for students designated as Special Education or English Language Learners in proportion equal to the community school district average for students with these designations and we will aggressively recruit to ensure we meet this target. The application form will ask for student information, and will be used to determine if the student does reside in Community School District 8 or 9 and if the student is eligible to receive Special Education or ELL services. MHCS will not discriminate on the basis of academic achievement. In addition to working closely with the above mentioned community partners, MHCS will also recruit students by placing ads in local newspapers, distributing and mailing flyers to community residents, community organizations and distributing information at community board meetings. All written materials will be translated into the primary native languages of the school's English Language Learner demographic, which in this case is Spanish. In addition, MHCS will run several open houses in community based facilities to allow students and families to meet the school faculty and staff. We will also conduct tours of existing Mott Hall middle schools in District 8 and 9 to show parents and students the type of school environment and education we will be providing. Information regarding the application procedures and timeline will be distributed through all of these venues. The timeline is as

follows: By September 30, the application is made available to parents both online and in person at specified location and times. For start-up year admissions, the timeline will be compressed to account for a December 2011 authorization. The application deadline will be March 31. If the number of applicants exceeds the number of seats available, we will hold a lottery during a community board meeting. The process for selecting students is outlined below.



Families will be notified by April 8 of their admissions status (admitted or wait listed). Families will need to return enrollment forms by April 22. If parents do not choose to enroll their student in MHCS, we will consult the waiting list and offer students admission in the order they appear on the waiting list. MHCS will reserve a percentage of seats for students who transfer under the No Child Left Behind program.

The parent or guardian of a student may withdraw a student at any time. Should the parent request a withdrawal, the Principal will meet with the family to try to resolve the situation. If the parent still wants to withdraw the student, the Office Manager will assist the parent with a referral to the appropriate NYCDOE office which can assist in student placement.

Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily). Any sibling(s) of a student already enrolled at MHCS who applies to MHCS will be automatically assigned a seat in the school and will not need to enter into the admissions lottery.

Supporting and Retaining At-Risk Students

Children in District 8 and 9 are among the most underserved and at-risk of academic failure in New York City. Children meet their learning potential within a context of safety and security. The level of chronic stress and trauma in the day to day lives of children within this district greatly impacts their sense of safety and security and leads to disrupted or uneven child development. The result is often children who are distracted, hyper-aroused, and whose behavior often interferes with their own learning and the learning of others. Understanding the effects of chronic stress (poverty, oppression, etc.) and trauma (loss of family members, witnessing violence, family illness, etc.) in the lives of the students is essential in creating a school environment where children can become calm and focused and achieve their personal potential.

Mott Hall Charter School will create *Sanctuary* in the school as defined by Sandra Bloom in The Sanctuary Model. The goal of the Sanctuary Model is to provide a community free of all forms of violence including physical, emotional, and social and to create a community where all voices are heard, where all members must be held responsible for their behavior and the consequences of it. However, it also promotes responses to negative behavior that will provide the child with an alternative learning experience. The purpose of discipline within this model is not punitive or using the child to serve as an example to others, but rather to teach a lesson that the child needs to learn; responses that provide a corrective emotional experience. The entire MHCS staff will participate in intensive training in the *Creating Sanctuary in the School* Curriculum. Parents and students will also be oriented to the model.

Students who are functioning below grade level will be given intensive instruction in areas in need of improvement. The school's extended school day will allow for extra instruction in addition to regular content area instruction. Students will receive instruction in small groups of 5-10 students and will be evaluated to make sure they are making progress.

MHCS will use Scholastic's *Read 180* program to provide intervention for struggling readers. This research-proven program is flexible, effective and engaging for students. Using the computer-based system allows for differentiation to perfectly match students' areas of need with appropriately leveled materials and exercises. A student who struggles with comprehension will not have to sit through decoding instruction that s/he does not need. Students will be given the time and opportunity to do what improves literacy skills the most: read materials that interest them at an appropriate reading level. A *Read 180*-trained teacher will facilitate the program and ensure students are making progress.

Math remediation will also focus on assessment and customized instruction and practice in areas of need. Students will be continually assessed and instruction will be targeted to areas of need. This is a necessity, but also something that is impossible in a regular math classroom where the teacher has to cover the grade-level curriculum, but can be accomplished in our extended day program.

MHCS anticipates having English Language Learners and students' whose first or dominant language is not English. The school intends to use the Sheltered Instructional Observation Protocol (SIOP) model in all subject-area classes. Many aspects of the Workshop Model and the SIOP model are complimentary. The Workshop Model ensures students are "doing," not passively receiving information from a teacher or a text. The Workshop daily structure will allow for the frontloading of vocabulary in addition to the creation and use of individual student glossaries. The Workshop Model also allows for ample time for students to communicate with each other using the vocabulary of the discipline and academic vocabulary as well. In a workshop, materials are differentiated to meet students' individual interests and reading levels. Because teachers are not tied to the front of the room delivering direct instruction, they are free to circulate around the room and provide extra support language learners need.

In addition to these academic needs, students often face challenges outside of school that impede their progress in school. MHCS will have a strong social work staff which will provide individual and group counseling in addition to being a resource for families in need of outside support.

Serving students with Special Needs

MHCS is committed to educating all of its students. We actively seek to improve our knowledge regarding special needs students in order to provide the best education for diverse learners. In support of this commitment, every staff person will receive professional development equipping them with new knowledge, skills, and strategies to make sound decisions about struggling learners, especially those requiring special education services. The Principal, the social worker and the Special Education teacher will make up the Student Support Team which works collectively to make instructional and behavioral decisions to best support Special Education and ELL students. The Student Support Team will meet weekly. The Principal will observe students and student work and assess the level of participation and academic performance. That information is brought to weekly grade team meetings and discussed with other data from assessments.

MHCS will ensure that all students receive a free and appropriate education (FAPE) in the least restrictive environment (LRE) possible. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. MHCS will not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

Identifying and Educating Students with Disabilities

After students are enrolled, the school will request from parents and from the CSE a copy of the student's IEP to identify which services are mandated. During the course of the academic year, teachers and administrators will regularly assess and monitor all students to make sure they are on target for meeting goals during the school's scheduled six-week interval benchmark points as well as any intermittent assessment deemed necessary. If there are students who are not progressing, the school will institute its Pre-Referral process. During this phase the student support team develops an intervention program specifically for that student, aimed at addressing the underlying causes for lack of progress. If the intervention program does not yield academic progress, the student's parents will be called in for a conference and we will recommend a more intensive evaluation.

Evaluation and Revision

The Student Support team at MHCS will review each student's IEP at least four times annually to monitor for the need of requesting modifications from the CSE for the student's district of residence.

Serving students with Special Needs

MHCS will fully serve students who enter the school with an IEP requiring additional supports beyond the supports offered the general student body. Upon enrollment and with the support of families and school districts, we will secure all records for incoming students, work with appropriate Committees on Special Education (CSE) where applicable, and collaborate with the local CSE to suggest modifications. While the Social Worker has special expertise, all teachers at MHCS will be knowledgeable about the diverse needs of special education students. The Social Worker will

coordinate and deliver professional development sessions that focus on students with disabilities and the best ways to serve them.

Decertifying Students with IEPs

Mott Hall Charter School will work diligently to ensure that each child’s social, emotional and academic progress is evaluated annually to determine if the special education student supports offered at the time are still warranted. When a student has mastered strategies and requires little to no additional supports offered outside of what all Mott Hall students receive, we will, with the consent of parents, initiate proceedings to decertify the student.

MHCS will meet the IEP requirements of all admitted students by requesting the services of the NYC Department of Education or by contracting with an independent provider for those services it cannot provide in-house. As per Article 56, the NYC DOE is the LEA for the purposes of special education provision, and as such, we will expect the LEA to provide services for MHCS students to the same extent that services are provided to other public school students.

MHCS will directly provide and privately contract related services through independent service providers, as needed. Provision of these services will be dependent upon the individual goals and requirements of the IEP, availability of services through the CSE, and the particular qualifications and specialty of the special education teachers on staff at MHCS.

Contracted service providers will be incorporated into the fabric of the school (including staff meetings, professional development, and parent/family meetings) to the greatest extent possible. A description of these possible partnerships is described in the chart below.

Service	MHCS SPED Teacher	NYC DOE CSE	Contracted Provider
Special Class	X	X	X
Resource Room	X	X	X
Speech Therapy		X	X
Occupational Therapy		X	X
Physical Therapy		X	X
Counseling	X	X	X
Crisis Paraprofessional		X	
Home and Hospital Instruction		X	
In or out of State private school		X	
12 month special service and/or program		X	

Mott Hall Charter School Plan for Coordinated Provision of Special Education Services

The Principal of MHCS will coordinate the provision of special education with the assistance of the special education teacher, and Social Worker to ensure quality, consistency and academic excellence. The Principal will communicate regularly with the regional CSE to ensure that all special education services and programs are provided in accordance with IEPs. This includes quarterly meetings at the CSE, letters and emails regarding newly admitted students (requesting IEPs or initial referrals in process), and phone calls (to follow up on all items in progress, coordinate logistics for CSE meetings, etc.). Additionally, when a student is receiving services from a NYC DOE employee or contractor, the Principal will ensure that the employee or contractor enters the correct service start date in CAP and ATS.

CSE meetings will be requested formally via a letter (and follow up phone calls) to the CSE Chairperson with a copy to any other CSE staff people who have developed a relationship with the school. The student's general education teacher, and special education teacher, as well as the Principal or Social Worker will attend the CSE meeting.

During the annual review of the IEP, the CSE will be made aware of the student's participation and progress toward meeting his/her IEP goals. Additionally, CSE members will be invited to participate in any Student Support Team or other school based meetings in which the student's academic progress is to be discussed.

CSE meetings are a critically important venue for teachers, students, parents and administrators to share perspectives about a student's strengths and areas for development. Regular education and special education teachers are required to attend the CSE meetings for their students. Teachers are expected to substantively contribute to the dialogue and documentation for the CSE meeting. Additionally, the Principal and/or Social Worker will be present at all such meetings.

Identifying and Educating students with Limited English Proficiency

MHCS's admissions procedures are consistent for all students, including students identified as Limited English Proficient (LEP). We will not know whether a particular student is LEP until after they have registered and enrolled in school. We are committed to recruiting and retaining LEP students. We have targeted recruitment strategies and programmatic elements specific to serving English Language Learners. Our goal in recruiting students for MHCS will be to meet or exceed the percentage of LEP students found in other schools in the District.

Our outreach and recruiting strategy will include, but not be limited to, the following elements:

- Presenting all marketing and communications material (including recruitment and enrollment materials) in both English and the native language.
- Working with local community-based organizations and faith-based organizations to reach out to immigrant communities
- Visiting local elementary programs that serve large immigrant populations

We anticipate that these targeted recruitment strategies, in conjunction with an English language immersion program as a vehicle to high academic achievement, will allow us to attract and retain average to greater ELL enrollment than neighboring public schools.

Identifying Students with Limited English Proficiency

Parents will be asked to complete a home language survey as a part of the enrollment process. In addition, all incoming students will be required to complete an English diagnostic exam during

student orientation. The data gathered from the survey and diagnostic exam will determine whether students will need to take a formal diagnostic exam, the Language Assessment and Battery-Revised (LAB-R), which will assess whether their level of English proficiency hinders their academic progress. When proficiency levels are established, the appropriate supports will be determined for each student's progress. Each year thereafter, the students will take the NYSESLAT to measure progress in language proficiency. No ELL student will be placed in a Special Education classroom due to his/her English proficiency nor will they be excluded from extra-curricular activities because of an inability to speak or understand English. Additionally, all school documents will be sent home in the student's native language.

Serving Students with Limited English Proficiency

Research indicates that the most effective way to prepare ELL students to succeed academically is through a structured English immersion program in which students are educated alongside their English-speaking peers with additional supports. In addition to the structured English immersion program, ELL students at Mott Hall receive double literacy periods. Additionally, the frequent assessments, extended school day and school year and intensive support structures ensure we are reaching all learners including ELL students.

Mott Hall will provide a daily schedule that allows for both push-in/pull out services as best determined between the ESL teacher, content area teacher and administration. In both scenarios the ESL teacher will work individually and in small groups to accomplish specific language objectives as they relate to their content (as per SIOP). Additionally, students will have computer assisted programs to support their individual needs. Our already small class size will support the advancement of these students.

Mott Hall staff will receive continuous professional development on teaching students with limited English proficiency. The Sheltered Instruction Observation Protocol (SIOP), designed specifically to facilitate high quality ELL instruction, will help us provide effective instruction for our ELL students. Whenever necessary, we will hire additional specialists as consultants to support Mott Hall staff in serving ELL students. Data from assessments and input from educators will be carefully recorded and maintained by the appropriate educational staff.

Mott Hall will include parents of ELL students in their academic planning by providing translating services during parent meetings, and written communications in the family's native language. English proficiency will be reported on the student's progress reports

Exiting the ELL Program

When a student's NYSESLAT scores indicate they are proficient in English, he/she will exit our ELL program. We recognize that these students may still require additional language acquisition supports and we will continue to provide these supports within our general education setting.

III. SCHOOL DESIGN

The school design and founding team described above have an impressive track record of success. Specifically, Mott Hall Charter School will build on this track record and meet the following eligibility criteria on its way to becoming a top middle school in New York City:

- a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;**

Mott Hall middle schools have yielded impressive student outcomes in some of the most at-risk neighborhoods in New York City. Students attending Mott Hall middle schools are primarily black or Latino and live in neighborhoods with high poverty rates – over 80+% of students at Mott Hall middle schools qualify for free or reduced lunch. Yet, Mott Hall middle school students in these communities are outperforming middle schools in their respective districts and in most cases Citywide. All five Mott Hall middle schools eligible to receive a NYC DOE School Report Card grade received an “A” this past year. ELA and Math scores of these schools show a steady increase in real scores year-over-year as well as a steady increase in student progress. Again, in many instances the scores are not only above average for the district in which these schools reside, but also well above the City average. Mott Hall middle schools across the City have also seen a steady increase in the number of Special Education and English Language Learners and have continued to achieve growth in student achievement and progress.

Building on this track record, the expertise of the founding team, and the core school design elements described above we expect Mott Hall Charter School to meet and exceed these impressive outcomes.

b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);

N/A

c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);

The mission of the Mott Hall Charter School (MHCS) is to provide rigorous academics and strong supports to prepare students for success in high school, college and their future careers. Our interdisciplinary, liberal arts curriculum guided by the IB Middle Years Programme and delivered through the Workshop Model prepares students for the type of authentic intellectual work they will be required to do in high school and college. Our longer instructional day and year ensures that students have the time they need for remediation of skills where deficient and for moving towards mastery where already proficient. As in other Mott Hall middle schools students will take advanced coursework preparing them to sit for and pass Math A, Integrated Algebra, and Living Environment Regents Exams. The school’s AVID Advisory Program is specifically aimed at giving students the organizational and study skills they will need to handle a high school curriculum and guides students through the high school admissions process. Our Sanctuary culture model, technology infusion, arts enrichment, service learning, and other student supports are all aimed at developing well rounded students with the life skills necessary to successfully navigate our increasingly complex world.

d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

When students first enter MHCS they will be thoroughly assessed to identify academic deficits. In conjunction with students’ most recent state test results, MHCS will use its own baseline assessments

to assess students' content knowledge and academic vocabulary. Their reading and math levels will be assessed using the Acuity diagnostic assessment.

In addition to entrance assessments, the school will constantly use data to identify students who are not making adequate progress. Sources of data are the school-designed periodic assessments, grades and anecdotal data. There will be periodic, formal reviews of data to watch for these at-risk students. When they are identified, appropriate supports will be given.

At MHCS assessment is inseparable from curriculum and instruction. Teachers must assess what students already know and can do before beginning instruction and ensure instruction has been internalized as it is being taught and after it has been completed. At MHCS, every lesson is imbued with formative assessment. Summative assessments are major tools for not only monitoring and ensuring student progress, but for school improvement as well. The creation, analysis and revision of summative assessments are pieces of MHCS teachers' professional development and an invaluable way to open conversations with teachers around assessment, instruction, and student needs. This teacher-created in-class assessment will be supplemented with Acuity by McGraw-Hill's reading and mathematics assessments—administered quarterly in each of the grades. Acuity is a comprehensive tool that includes Predictive, Instructionally Targeted, and Item Bank Assessments and allows for targeted differentiated instruction for students based on their specific areas of weakness. These tools are user-friendly and the data is teacher-friendly and easy to interpret.

At MHCS the creation, administration and analysis of data from periodic assessments will form a cycle. The first step in the cycle is the creation of the assessments. This step involves several inputs and provides myriad benefits. The first assessment of the year is a baseline assessment. The creation of this assessment is an excellent way for teachers to engage with the year's standards as they determine answers to the following questions:

- 1) What should my students know before they can start learning what they need to learn this year?
- 2) What skills will they need if they are going to be able to learn the skills that they need to learn this year?

These questions force meaningful engagement with the grade-level standards and performance indicators. This is also the time when teachers engage with summative assessments from the previous year—something that is known to be good practice, but often neglected. As teachers plan their baseline assessments, they will look at what the students were tested on the previous year and the manner in which they were assessed (on both internal and NYS assessments). This will familiarize them with the content from the previous year and assessment techniques. Once the baseline has been administered, they will look at the testing data in order to predict areas of strength and weakness and target assessment to further probe these findings. If a teacher is working from a pre-existing baseline that she or a colleague created previously, then the emphasis is on revising the assessment in light of the assessment data from previous years.

While individual teachers bear ultimate responsibility, these assessments are created and revised in teams. Within a grade, all subject area teachers need data on their students' reading, math and writing skills. Across grades within a discipline, teachers share assessment strategies, formats and data collection tools. In this way students will not be subjected to repetitive assessments and important conversations will be facilitated allowing collaboration and sharing of practice among teachers. While "aligning curriculum" gets a lot of lip service, it is difficult to do. But in this context alignment becomes very concrete and the process offers a regular place to negotiate alignment both vertically and horizontally. Just as in the classroom—routines create a context within which growth can be achieved.

Assessment Data

After the assessments are administered teachers again assemble in teams to analyze their findings. The upcoming curriculum is adjusted to allow for assessed strengths and weaknesses. The teams plan to assess areas of weakness again after re-teaching or remediation. Curriculum can be accelerated when students already have the knowledge or skills they would have been taught during the unit. This process of data analysis also serves the important function of showing the need for differentiated instruction. This is often an area of difficulty for many teachers, but working in a team helps to lower anxiety and increase capacity. This is also a tremendous opportunity for sharing of effective practice, e.g. “Johnny really learns a lot in my class when I use a lot of pictures in my teaching.” “Nina really flourishes when she’s working on a project in a team.” “Have you tried having him work with a partner who can read the questions to him?”

These meetings will also be the place where struggling students are identified and targeted for support. The teacher teams will know the baseline expectations: that they are responsible for students meeting the standards for the grade. In addition, they are expected to ensure that all students’ scores on the state test increase and that all students not meeting standards move faster than the rest of the population toward meeting the standards. In the initial data analysis process (and in conjunction with the previous year’s data) teams will collaborate with the principal to set specific goals for the grade, their subject-areas and specific students in need of remediation. Students at risk of not meeting standards will be discussed in more depth and the team will create individualized action plans for each of them. The Principal will ensure that the grade teams have the appropriate support in terms of personnel and materials they need in order to carry out these plans. These struggling students will have additional formative data collected and monitored between summative assessments in order to ensure interventions and remediation is helping. In addition, Acuity provides individualized remediation and additional assessments for struggling students. These resources will be used in the students’ individualized action plans.

Later, summative assessments are created or revised in line with the curriculum and the previous assessment data. This process further opens teachers’ practice to each other and leads to interdisciplinary connections and streamlining and improving assessment. If a science teacher is helping an ELA teacher revise a test, he or she may gain insight into the literacy skills that impact students’ performance on the science assessment. A math teacher may decide to use examples from history after reviewing a social studies assessment. Furthermore, teachers discuss good assessment techniques and work to improve ineffective ones.

Chart of Annual Assessments

Formative Assessments	Summative Assessment
<ul style="list-style-type: none">Quarterly Acuity Diagnostic assessments in Math and reading <p><u>In-class and teacher-created assessments:</u></p> <ul style="list-style-type: none">Entrance and exit slipsJournalsUse of “clickers” (Audience response polling)	<ul style="list-style-type: none">Any classroom projects that occur at the end of a unit or topic (posters, pamphlets, performances, dialogues, reenactments, etc.) All will be assessed using a rubric aligned to standards and department-wide established criteria.Completed writing tasks

<p>devices)</p> <ul style="list-style-type: none"> • Conferences • Quizzes • Questioning—whole-class, small-group and individual • Various other “in the moment” and “dipstick” assessments • MHCS created periodic assessments (PA): one baseline, three at the end of the first three quarters and one final exam 	<ul style="list-style-type: none"> • Presentations • Performance tasks such as labs • NYS-mandated tests
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MHCS Calendar of Assessments						
	ELA/Reading	Math	Science	Social Studies	Art	Foreign Language
August	Baseline – Acuity	Baseline - Acuity	MHCS Created Baseline	MHCS Created Baseline	MHCS Created Baseline	MHCS Created Baseline
September						
October						
November	Acuity	Acuity	MHCS Created PA #2	MHCS Created PA #2	MHCS Created PA #2	MHCS Created PA #2
December						
January			MHCS Created PA #3	MHCS Created PA #3	MHCS Created PA #3	MHCS Created PA #3
February	Acuity	Acuity				
March			MHCS Created PA #4			
April	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT
	Acuity	Acuity	Grade 8 NYS Science Exam	MHCS Created PA #4	MHCS Created PA #4	MHCS Created PA #4
May	NYS ELA Exam	NYS Mathematics Exam	NYSESLAT	NYSESLAT	NYSESLAT	NYSESLAT
				Grade 8 NYS Social Studies Exam		
June	MHCS Created	MHCS Created	MHCS	MHCS	MHCS	MHCS

	Final Exam (PA #5)	Final Exam (PA #5)	Created Final Exam (PA #5)			
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In addition to using Acuity’s diagnostic assessment program, Mott Hall Charter School has decided to develop its own assessments rather than relying completely on commercial or published assessments. While on its surface this appears to create more work, it has been shown that assessment is more effective when it’s created collaboratively by teachers who teach at the same grade level or the same subject matter in a particular school⁵. Additionally, the more authentic or closely tied to work being done in the classroom assessment is, the more effective it will be in helping teachers and students assess learning⁶. Assessment should take place when students are engaged in work which matters to them and interests them⁷. This is best gauged by the classroom teacher.

Because of the crucial role assessment plays in teaching, the creation, use and analysis of teacher-created assessments is a central part of teachers’ professional development⁸. In helping teachers acquire the skills necessary to create and use effective assessment, we increase the professional knowledge in MHCS and help build and sustain a culture of professional rigor and excellence. Furthermore, professional development that takes place in the context of teachers’ regular work has been shown to be more engaging and effective than professional development which is removed from their daily work⁹.

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

The Mott Hall Charter School will fully implement local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness. These systems include:

- *Grade Teams* led by teacher leaders who serve as coaches for all teachers on a particular grade level. These individuals facilitate structured data, assessment, curriculum, and instruction meetings with individual teachers. They also facilitate weekly grade level and/or content team meetings.
- *Data Inquiry Teams* to study a sub-group of struggling learners, devise and test strategies to improve their learning, and use the most effective strategies with students with similar learning challenges.
- *Collaborative Team Teaching Teams* consisting of a general education and special education or ESL teacher. These teachers will leverage their expertise in designing, delivering, and assessing

⁵ March, J.K., & Peters, K.H. (2002). Curriculum Development and Instructional Design in the Effective Schools Process. Phi Delta Kappan, January 2002, pp.379 – 381.

⁶ Johnson, N.J., & Scull, J. (1999). The Power of Professional Learning Teams: An Implementation Model. Improving Schools (UK), 2 (1)

⁷ Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.

⁸ Black, P., & Wiliam, D. (1998a). Inside The Black Box: Raising Classroom Standards Through Classroom Assessment. Kappan Professional Journal.

⁹ Ibid.

instruction based on the unique needs of students with IEPs and students with Limited English Proficiency.

- Use of NYC DOE and other local data and technology innovations such as *ARIS*, *Datacation*, *School of One*, and the *Innovation Zone (iZone)* to maximize Mott Hall Charter School's data analysis and technology utilization toward increased teacher effectiveness and student outcomes.

f. Partner with low-performing, local public schools to share best practices;

All four principals on our founding team lead schools that are co-located with other schools in NYC DOE buildings. Through monthly Building Councils, shared staff, coordinated PD and campus wide events these schools share best practices and resources related to operations and academics. We expect this level of sharing of best practices and resources should the Mott Hall Charter School be co-located with other schools in a NYC DOE site. Additionally, Replications will link Mott Hall Charter School to its PSO network, which includes fourteen schools, through monthly Principal Councils, newsletters, network professional development, retreats and other on-going networking opportunities. Schools in the Replications PSO network include lower performing schools, high performing Mott Hall schools, dual language schools, and a specialized high school. In addition to facilitating networking opportunities, a key function of Replications is to identify best practices in individual network schools and to disseminate these practices network-wide. Mott Hall Charter School will not only be able to share its best practices with schools that may be struggling but will be able to learn from the highest performing schools in the Replications network.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

The founding team for this school has significant new school start-up expertise. The proposed leader for this school is the founding principal of Mott Hall Bronx High School which just completed its fifth year with a graduation rate of over 90%. Two of our Board members are principals that founded their own Mott Hall middle schools and have dealt first-hand with the challenges associated with new school start-up. Finally, the school's CMO, Replications, has launched twenty-eight new schools in New York City over the past decade and has encountered nearly every imaginable start-up challenge. Replications staff has founded schools as well as worked in the NYC DOE office responsible for new district and charter school start-up. The founding team will draw on this plethora of experience to ensure a smooth and successful launch to Mott Hall Charter School.

h. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district; and

Many members of the founding team are current or former employees of the NYC DOE with intimate knowledge of the district's policies, protocols and systems. The proposed leader of the Mott Hall Charter School is a current NYC DOE principal and was a former NYC DOE Regional Instructional Specialist working principals, assistant principals, coaches, teachers and regional staff to implement literacy programs and improve academic achievement across the Bronx. Three of our Board members are current DOE principals in the Bronx and one Board member oversaw the development of the NYC DOE's accountability system. And, for the past ten years, Replications, Inc., the proposed CMO for this

school, has partnered with the NYC DOE to create and support high-quality new schools in underperforming neighborhoods in New York City. As a Partnership Support Organization (PSO), Replications is currently under contract with the DOE to support a network of schools in close coordination with the NYC DOE to improve instruction, special education, youth development, operations and ultimately student outcomes. As a sign of the strength of this partnership, the NYC DOE recently asked Replications to partner in its application for an Investing in Innovation (i3) scale-up grant. Mott Hall Charter School looks forward to working closely with SED and the NYC DOE to ensure that the school meets its performance goals on all measures.

i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

Every member of the Mott Hall Charter School founding team shares the conviction that no external factor — race, economic status, or geography — should prevent a child from attending a high-performing and intellectually rigorous public school. We believe that education in America is an equal right, not an elite privilege. Therefore, we are seeking to deliver on this belief by proposing to open the Mott Hall Charter School in the high-need communities of D8 or 9 in the Bronx. Mott Hall has been successful with children from low-income, under-served communities in New York City and despite the challenges has kept students engaged in school demonstrated by attendance rates of over 90% and has achieved academic outcomes far surpassing district and City averages. With the experience of the planning team, the oversight of the founding Board, and the support of the Replications CMO, we are confident that Mott Hall Charter School will improve on this track record and become the flagship in a network of high performing Mott Hall middle schools offering education alternatives to communities that desperately need them.