



Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : _____ THE MOTT HALL SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 06M223 _____

PRINCIPAL: _____ CYNTHIA ARNDT _____ **EMAIL:** _____ CARNDT@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ ELSA NUNEZ _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.

Name	Position and Constituent Group Represented	Signature
Cynthia Arndt	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Belkis Ponche	*PA/PTA President or Designated Co-President	
Geraldo Cordero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melanie Thai	Member/Assistant Principal	
Jakub Lau	Member/Assistant Principal	
Kristen Emanuel	SLT Chairperson/Teacher	
Edwin Pabón	Member/Parent	
Budd Ramkissoon	Member/Parent	
Evelyn Roman	Parent/Title I Representative	
Mario Sanabria	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Incorporate Common Core Learning Standards in ELA curriculum

Comprehensive needs assessment

- Based on the NYS exams in ELA, Student Portfolios, Teacher Preliminary Assessments, Common Core Writing Tasks performed last years, peer review, supervisory observations and walkthroughs, and teacher evaluations of students, the curriculum must have more Common Core Standards infused in order to ensure students are achieving at or above grade level as indicated by the CCLS

Instructional strategies/activities

- Every teacher is programmed to meet a total of 4 times a week for common planning by content area and grade.
- Teachers and supervisors will turnkey network trainings and outside professional development on curriculum mapping
- Supervisors will meet with the curriculum team on regular bases to give feedback.
- Teachers will identify exemplar to tailor their curriculum design.
- Member of part of the central pilot project will host curriculum bundle and exemplars to guide our work
- The revision process of the unit will consist of strategic stages which are:
 - ❖ Actual writing of the unit
 - ❖ Peer revision
 - ❖ Modifications of the unit as needed during the implementation process
 - ❖ Revisions based on student outcomes and teacher reflections.

Strategies to increase parental involvement

- The school provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents, and provide numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Friday of the month 6:00 to 8:00 p.m. at the school, in the Parent Room 110. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

- All ELA teachers are tenured HQTs with the exception of one probationary teacher who is thus far meeting all requirements to receive tenure at the end of the 2011-2012 school year.

Service and program coordination

- EDGE services provides small group support to students, guidance supports student behavioral and emotional needs in order to achieve academic goals, and our College Readiness course provides one on one advisory for students as well as instruction on time management and study skills.

Budget and resources alignment

- Funding for substitutes or coverage by teachers funded through Tax Levy
- Teacher release time paid for through Tax Levy
- 15% of the teachers are funded through Title I SWP
- Assistant Principals are funded through Tax Levy

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To improve teacher effectiveness which results in an improvement of students argumentative writing utilizing the common core standards

Comprehensive needs assessment

- Based on the NYS exams in ELA, Student Portfolios, Teacher Preliminary Assessments, Common Core Writing Tasks performed last years, peer review, supervisory observations and walkthroughs, and teacher evaluations of students, the curriculum must have more Common Core Standards infused in order to ensure students are achieving at or above grade level as indicated by the CCLS

Instructional strategies/activities

- Principal and assistant principals will met with ELA and Social Studies teachers to create a standard based rubric for evidence/details from the text to support claims.
- Supervisors will give feedback on the rubric with revisions.
- Supervisors and teachers will examine student work with rubric and develop a common lens for evaluation and feedback to students.

- During the brief and frequent observations and formal observations supervisors will focus on direct instruction, writing, and quality of teacher feedback to students.

Strategies to increase parental involvement

- The school provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents, and provide numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Friday of the month 6:00 to 8:00 p.m. at the school, in the Parent Room 110. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are tenured HQTs with the exception of five probationary teachers who are thus far meeting all requirements to receive tenure at the end of the 2011-2012 school year.

Service and program coordination

- EDGE services provides small group support to students, guidance supports student behavioral and emotional needs in order to achieve academic goals, and our College Readiness course provides one on one advisory for students as well as instruction on time management and study skills.

Budget and resources alignment

- Funding for substitutes or coverage by teachers funded through Tax Levy
- Teacher release time paid for through Tax Levy
- 15% of the teachers are funded through Title I SWP
- Assistant Principals are funded through Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Improve teacher ability to incorporate common core standards in Math curriculum

Comprehensive needs assessment

- Based on the NYS exams in Mathematics, Student Portfolios, Teacher Preliminary Assessments, Common Core Writing Tasks performed last years, peer review, supervisory observations and walkthroughs, and teacher evaluations of students, the curriculum must have more Common Core Standards infused in order to ensure students are achieving at or above grade level as indicated by the CCLS

Instructional strategies/activities

- Every teacher is programmed to meet a total of 4 times a week for common planning by content area and grade.
- Teachers and supervisors will turnkey network trainings and outside professional development on curriculum mapping
- Supervisors will meet with the curriculum team on regular bases to give feedback.
- Teachers will identify exemplar to tailor their curriculum design.
- Member will use curriculum bundle and exemplars to guide our work
- The revision process of the unit will consist of strategic stages which are:
 - ❖ Actual writing of the unit
 - ❖ Peer revision
 - ❖ Modifications of the unit as needed during the implementation process
 - ❖ Revisions based on student outcomes and teacher reflections.
- School wide funding will make possible for the alignment.
- Math teachers engage in a unit with a task which is aligned to the common core standards.

Strategies to increase parental involvement

- The school provides parents reasonable access to staff. Specifically, staff will be available for consultation with parents, and provide numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Friday of the month 6:00 to 8:00 p.m. at the school, in the Parent Room 110. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year. The school leadership also holds an annual Math night for parents to showcase student skills and

highlight their work.

Strategies for attracting Highly Qualified Teachers (HQT)

- All mathematics teachers are tenured HQTs with the exception of two probationary teachers who are thus far meeting all requirements to receive tenure at the end of the 2011-2012 school year.

Service and program coordination

- EDGE services provides small group support to students, guidance supports student behavioral and emotional needs in order to achieve academic goals, and our College Readiness course provides one on one advisory for students as well as instruction on time management and study skills.

Budget and resources alignment

- Funding for substitutes or coverage by teachers funded through Tax Levy
- Teacher release time paid for through Tax Levy
- 15% of the teachers are funded through Title I SWP
- Assistant Principals are funded through Tax Levy

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6					7			
7					9			
8					11			
9								
10								

11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Special education students were programmed into Wilson Reading Program during the school day. Special education students were provided with small group instruction during EDGE and during the After School Test Prep program. Designated ESL students were provided with both pull-out and push-in services.</p> <p>Targeted general education students were programmed into the ELA EDGE program, ELA After School Test Prep, ELA Sci-Hi, and ELA Lunch Time Tutoring.</p>
Mathematics	<p>Special education students were provided with small group instruction during EDGE and during the After School Test Prep program. Push-in instruction by licensed mathematics teachers was also provided and incorporated the use of online mathematics resources.</p> <p>Targeted general education students were programmed into the Mathematics EDGE program, Mathematics After School Test Prep, Mathematics Sci-Hi and Mathematics Lunch Time Tutoring.</p>
Science	<p>Targeted general education students were programmed into the science enrichments during the EDGE program and Lunch Time Tutoring.</p>
Social Studies	<p>Targeted general education students were programmed into the Social Studies EDGE program and Lunch Time Tutoring.</p>
At-risk Services provided by the Guidance Counselor	<p>Individual and group counseling was provided to work on individual goal setting, career exploration, study and social skills, and high school articulation.</p>

At-risk Services provided by the School Psychologist	Psychologist is shared with another school (P.S. 192) and comes in for appointments as necessary.
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The Mott Hall School agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in English and in Spanish, incorporating a language parents understand. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- ❖ that parents play an integral role in assisting their child's learning;
- ❖ that parents are encouraged to be actively involved in their child's education at school;
- ❖ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State of New York.

Description of How School Will Implement Required Parental Involvement Policy Components

The Mott Hall School will take the following actions to involve parents in the joint development of the New York City Community School District 6 Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- ❖ Each parent will receive a copy of the District Parent Involvement Policy as well as a compact to sign, along with the teacher and student. The Mott Hall School staff meets regularly with parents during Parent Association Meetings and School Leadership Team Meetings. These meetings have agendas as well as minutes of the meetings and discussions that take place. At these meetings, we ask for involvement in planning, designing, and incorporating the Comprehensive Educational Plan. We ask parents to discuss issues, concerns with us so that we can make improvements as well as to celebrate our successes.

The Mott Hall School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

The Mott Hall School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

The Mott Hall School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

Recommending to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the New York State's Committee of Practitioners and School Support Teams;

Notifying parents of the school's participation in the different programs operating within the school, the district and the contact information;

The Mott Hall School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved

parents and the community to improve student academic achievement through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- ❖ The New York State Standards by subject;
- ❖ The Common Core State Standards
- ❖ The New York State Assessments for each subject and grade
- ❖ The New York City Periodic Assessments
- ❖ The use of ARIS for parents and understanding the results of the assessments

Every student at the Mott Hall School encounters challenging, high-level instructional program, which will prepare him or her for a future role as a leader in mathematics, science and technology. The Mott Hall School offers a wide range of course offerings, guidance support services and enrichment programs. The curriculum of each subject area is design with rigor, depth and comprehensiveness to produce critical thinkers, problem solvers, inquisitive readers, diligent researchers and effective writers.

The Mott Hall School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

The Mott Hall School Parent Coordinator, faculty, guardians, and students will schedule and implement parent workshops/ activities which engage and foster involvement in their child’s academic achievement such as Curriculum Orientation Nights, Parents High School Night, ARIS Parent Access Workshops.

The Mott Hall School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing workshops during teachers’ meetings, during mornings and evenings for parents, and on specific days and times for non-pedagogical staff on Professional Development days.

The Mott Hall School welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.

Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports, distributes report cards on a quarterly basis through the school year. The months that report cards are issued are: November, February, April and June. Teachers will communicate with parents sending progress reports on a monthly basis, making phone calls from which they keep logs, documenting any communication from parents of any essential information teachers need to know about their children.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents, and provide numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective and their families. The Parent Association holds monthly meetings every 3rd Friday of the month 6:00 to 8:00 p.m. at the school, the Parent Room 110. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.

The Mott Hall School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by

The Mott Hall School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update link for parents in both English and Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit. Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.

Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of all events, activities, workshops, and educational activities.

Discretionary School Parental Involvement Policy Components

The Mott Hall School, when consulting with its parents, chooses to undertake to build parents' capacity for involvement in the school and the school system to support their children's academic achievement, by providing the following discretionary activities listed under Section 1118E of the ESEA:

Arranging school meetings at a variety of times as well as having the Parent Coordinator calling parents to let them know about the outcomes of the meetings in case they are unable to attend, in order to maximize parental involvement and participation in the children's education.
Studying various models, and implementing them to improve parental involvement.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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 and Assessments.

I. School Responsibilities

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

- ❖ ***Every student at the Mott Hall School encounters challenging, high-level instructional program, which will prepare him or her for a future role as a leader in mathematics, science and technology.***
- ❖ ***The Mott Hall School offers a wide range of course offerings, guidance support services and enrichment programs. The curriculum of each subject area is design with rigor, depth and comprehensiveness to produce critical thinkers, problem solvers, inquisitive readers, diligent researchers and effective writers.***
- ❖ ***Mott Hall provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)***

Support home-school relationships and improve communication by:

- ❖ *Parent-teacher conferences are held twice annually-once in November and again in February. Meetings are schedule for both day and evening sessions to accommodate the maximum participation among parents.*
- ❖ *The Mott Hall School distributes report cards on a quarterly basis through the school yea. The months that report cards are issued are: November, February, April and June.*
- ❖ *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend*
- ❖ *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way*

- ❖ *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way*
- ❖ *Parents of participating students will be provided in an understandable and uniform format, including alternative formats upon the request of parents with disabilities. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Parent engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to all parents.*

Provide parents reasonable access to staff by:

- ❖ *The Mott Hall School provides numerous opportunities for the parent consultation with staff throughout the year. In November and February there are Parent-Teacher conferences; there is a Parent Orientation Meeting for prospective students and their families. The Parent Teacher Association holds monthly meetings every 3rd Friday of the month from 6:00 to 8:00 p.m. at the school, in the Parent Room 110. In addition, parents may contact the school guidance counselors or parent coordinator to schedule visits and meetings throughout the year.*
- ❖ *In recognition of the vital role parents play in their children's education. The Mott Hall School welcomes parent volunteers, visitors and participants to classrooms with notification and scheduling done in collaboration with teachers.*

Provide general support to parents by:

- ❖ *Parental involvement means the participation of **all** parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ,and ensuring that parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.*
- ❖ *Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update link for parents in both English and Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit. Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.
Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation*

equipment has been purchased to provide simultaneous translation of all events, activities, workshops, and educational activities.

- ❖ *The Mott Hall School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, and implement parent workshops/ activities which engage and foster involvement in their child's academic achievement such as Curriculum Orientation Nights, Parents High School Night, ARIS Parent Access Workshops. Each parent will receive a copy of the Parent Involvement Policy as well as School–Parent Compact. These documents are revisited and revised at the start of every academic year. The Mott Hall School staff meets regularly with parents during Parent Association Meetings and School Leadership Team Meetings. These meetings have agendas as well as minutes of the meetings and discussions that take place. At these meetings, we ask for involvement in planning, designing, and incorporating the Comprehensive Educational Plan. We ask parents to discuss issues, concerns with us so that we can make improvements as well as to celebrate our successes.*
- ❖ *The Mott Hall School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) and in compliance with No Child Left Behind (NCLB), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

II Parent/Guardian Responsibilities:

- ❖ *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch*
- ❖ *volunteering in my child's classroom;*
- ❖ *participating, as appropriate, in decisions relating to my children's education;*
- ❖ *promoting positive use of my child's extracurricular time;*
- ❖ *participating in school activities on a regular basis;*
- ❖ *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- ❖ *reading together with my child every day;*
- ❖ *providing my child with a library card;*
- ❖ *communicating positive values and character traits, such as respect, hard work and responsibility;*
- ❖ *respecting the cultural differences of others;*

- ❖ *helping my child accept consequences for negative behavior;*
- ❖ *being aware of and following the rules and regulations of the school and district;*
- ❖ *supporting the school's discipline policy;*
- ❖ *express high expectations and offer praise and encouragement for achievement*

III. Student Responsibilities:

- a. come to school ready to do our best and be the best;*
- b. Come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- c. listen and follow directions;*
- d. participate in class discussions and activities;*
- e. be honest and respect the rights of others;*
- f. follow the school's/class rules of conduct;*
- g. follow the school's dress code;*
- h. ask for help when we don't understand;*
- i. do our homework every day and ask for help when we need to;*
- j. study for tests and assignments;*
- k. read at least 30 minutes every day outside of school time;*
- l. read at home with our parents;*
- m. get adequate rest every night;*
- n. use the library to get information and to find books that we enjoy reading;*
- o. Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Lawrence Block	District 06	Borough Manhattan	School Number 223
School Name Mott Hall School			

B. Language Allocation Policy Team Composition [?](#)

Principal Cynthia Arndt	Assistant Principal Melanie Thai / Jakub Lau
Coach Not Applicable	Coach Not Applicable
ESL Teacher	Guidance Counselor Renee Benjamin
Teacher/Subject Area Maria Torres - Social Studies	Parent Santa Ventura
Teacher/Subject Area Jennifer Whyman - ELA	Parent Coordinator Evelyn Camacho-Roman
Related Service Provider	Other Mark Watson - Sp. Ed. Teacher
Network Leader	Other

C. Teacher Qualifications [?](#)

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


Number of certified ESL teachers	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	329	Total Number of ELLs	7	ELLs as share of total student population (%)	2.13%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a new child enters The Mott Hall School, his or her parents or guardians must complete a Home Language Identification Survey (HLIS), as well, as an informal oral interview in English and in their native language. They must also undergo a formal initial assessment. If the responses indicate that a language other than English is spoken in the home, the child must take the Language Assessment Battery- Revised (LAB-R) Test in order to find out the level of the child's English abilities. The LAB-R data informs instructional programs and services. All students who score below the set level on the LAB-R are required to take either bilingual education or ESL. The LAB-R is administered within ten days of enrollment.

2. The Mott Hall School notifies parents of their child's eligibility for services. If a student scores below proficiency on the LAB-R, they will be issued an entitlement letter, parent survey program selection form and placement letter. The Mott Hall School is a small school with a low incidence ELL population. We do not have Transitional Bilingual programs or Dual Language programs. Trends are difficult to ascertain with such a low ELL population.

3. Distribution of entitlement letters, Parent Survey, and Program Selection will be provide to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Parent engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to all parents.

4. A certified bilingual teacher is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) to two of our ELL students with 6 years of service. Translation services and materials will be available during the ELL Identification process. We inform parents throughout the year in numerous ways, such as distributing informational packets, conducting one-on-one meetings, phone conversations and workshops. Our parent coordinator works closely with parents to deliver information in a timely manner.

5. Because we had no ELL students last year and only two the year before that, we do not have a big enough population to determine statistically significant trends in program choices. Parents who select the Mott Hall School for their child are made aware of the programs that we offer and have made their program selection with this in mind. We do make parents aware of the other program options available in other district schools.

6. Program models offered at Mott Hall are aligned with parent requests. We have a strong success record of students passing the NYSESLAT after completing our ELL program of which parents of current and incoming students are aware.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							6							6
Total	0	0	0	0	0	0	6	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	7
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0		1	1		5			1	1
Total	0	0	1	1	0	5	0	0	1	1

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7		1					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	7	0	1	0	0	0	0	8

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Because of the small ELL population and because all ELL students are in one 12 to 1 self-contained 6th grade class, all students are pulled out simultaneously for ELL instruction. Ms. Torres, the teacher in charge of delivering ELL instruction, differentiates instruction for these 6 students as applicable, especially between those students who have received ELL services for 4-6 years, but also recognizing students' individual needs.
2. It is based on 45 minutes of instruction block of times. Each child receives the prescribed instruction time.
3. The language of instruction is in English for all of the content areas. The utilization of various instruction approaches: oral, visual, tactile, kinesthetic, and speaking and writing.
4. There are no ELL students who need native language arts. All of the students are in need of ESL Instruction.
5. Differentiation is based upon the NESLAT score as well as teacher assessment.
 - a. Not Applicable
 - b. In the event that new students arrive, they will be identified via the LAB, and will admitted to the school via an application for gifted talented.
 - c. In accordance to their score on the NYSELT test, students are placed in the appropriate ESL instruction.
 - d. Not Applicable
6. Teachers use more visual and auditory materials. For writing, the use of more prompts, graphic diagrams are used. The teachers are incorporating the school wide goals of argumentative writing with rubrics for students to develop their writing skills and knowledge.
7. Because the current ELL population is so small, Ms. Torres is able to coordinate with Mr. Watson, whose 6th grade special education class contains our entire ELL population. In coordination with Mr. Watson, Ms. Torres determined the period for pull-out services that would cause the least instructional interruption. She also collaborates with Mr. Watson in assessing ELL student understanding of the skills and concepts Mr. Watson teaches in his curriculum.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

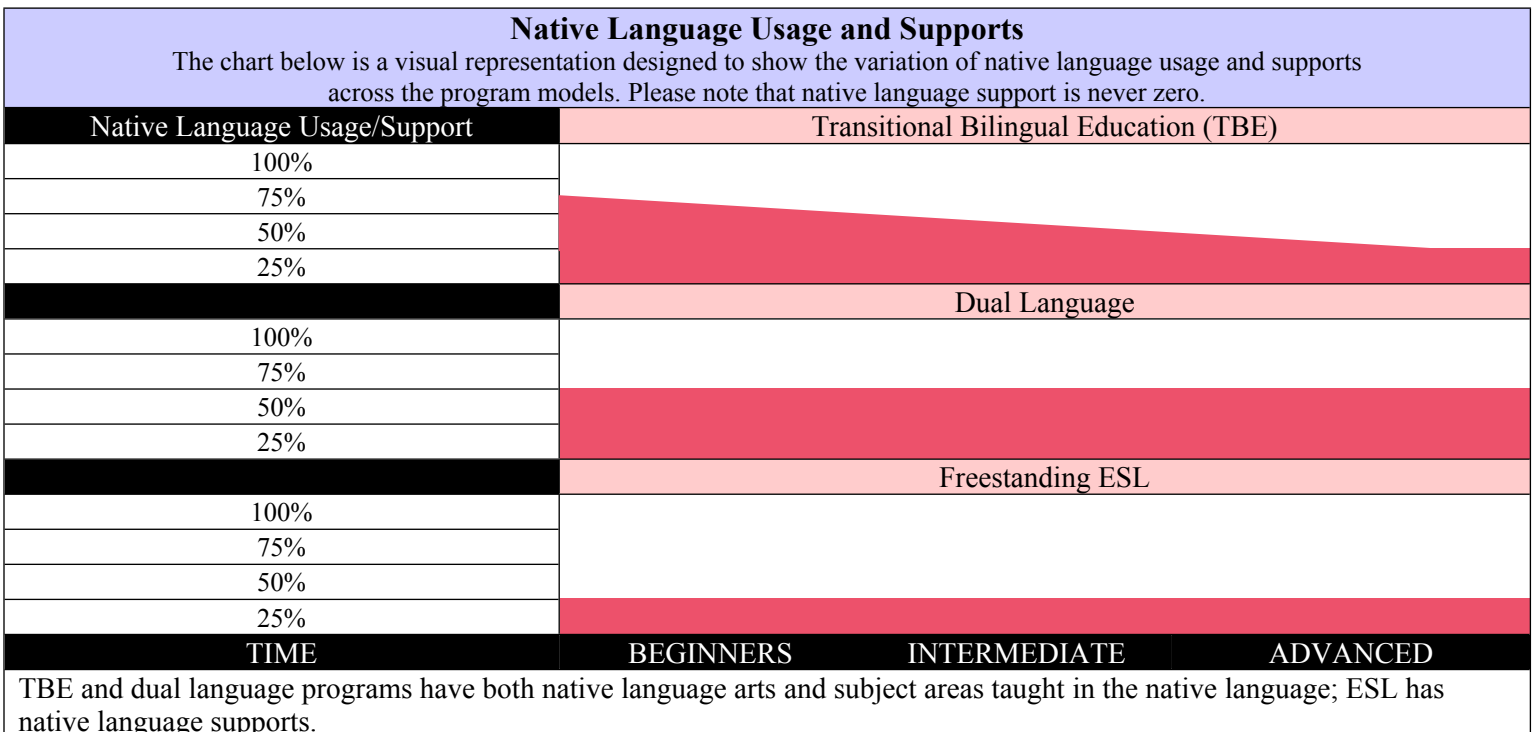
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The children are given after school Intervention via the 37 1/2 minutes, counseling, and speech.
9. Besides the regular Instructional programs, students also, receive English Language Arts where test taking strategies are implementing on a daily bases as well as critical thinking skills. Word walls also help in the development of the language. The plan is to develop their skills of communication and cognition in order to help them achieve academic success in school.
10. Next school year, we will consider push-in services, and increased NYSESLAT preparation. Implementation will depend on what personnel will be providing the services and the size of our ELL population next school year.
11. We do not plan to discontinue the program we currently offer.
12. Because of our small size and the very small size of our ELL population, our ELL students have access to the same programs as the general education population. All Mott Hall students have the opportunity to participate in EDGE, an after school Math and ELA small group tutorial. We particularly emphasize the importance of this small group instruction for our ELL students. All of our ELL's also participate in Enrichment Activities such as Music Band, Stock Market Analysis, and Chess. These programs take place on a rotation basis and all the students will rotate through all three throughout the course of the year.
13. Classroom libraries are provided for students to select books that are appropriate to their level of reading. Technology is given to students. It is also incorporated in the instruction of all teachers who instruct the class. Only students who are ELL and need ESL are Spanish speaking. Those students who are ESL are from the Special Education Program.
14. There is no native language support for TBE and Dual Language because there are no students in these categories. For ESL students, there is only foreign language for them.
15. The required of counseling and speech is given at age and grade level appropriateness.
16. There is curriculum orientation meeting for the parents as well as for the students. Students are supported via reuglar couseling sessions.
17. Not Applicable

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all ELL personnel is as follows:
 - Teacher training in best practices in ESL instruction and collaborative inquiry focus.
 - Teachers have opportunities to attend any regional and/or city-wide workshops to further their professional development
2. All ELL students take part in a College Readiness course that teaches organization and study skills that students will need in High School and college. Since all ELL at Mott Hall are in 6th grade and new to the school, we will tailor assistance for high school transition to these students as their skills develop.
3. ELL training is taking place at monthly faculty meetings and departmental meetings for all staff.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement means the participation of all parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ,and ensuring that parents play an integral role in assisting their child’s learning; parents are encouraged to be actively involved in their child’s education at school; parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
2. The Mott Hall School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
3. Each parent will receive a copy of the Parent Involvement Policy as well as School –Parent Compact. These documents are revisited and revised at the start of every academic year. The Mott Hall School staff meets regularly with parents during Parent Association Meetings and School Leadership Team Meetings. These meetings have agendas as well as minutes of the meetings and discussions that take place. At these meetings, we ask for involvement in planning, designing, and incorporating the Comprehensive Educational Plan. We ask parents to discuss issues, concerns with us so that we can make improvements as well as to celebrate our successes.
4. Since the majority of families associated with Mott Hall are Spanish speakers, documents are provided to parents and guardians in both languages, English and Spanish. Effective parent community engagement strategies have been utilized to determine the Parent Coordinator as the bilingual liaison to the community and all parent involvement events. The Mott Hall website has been refined to include an announcement and update link for parents in both English and Spanish. This is done through the utilization of the Parent Coordinator, in house school staff and the New York City Department of Education Translation Unit. Additionally, the school has purchased translation equipment to be utilized for all parent activities and meetings.
Phone Messenger has been utilized in order to call families with announcements and upcoming events in Spanish and English. To further facilitate communication in the language reflected by the school community, simultaneous translation equipment has been purchased to provide simultaneous translation of all events, activities, workshops, and educational activities. The Mott Hall School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, and implement parent workshops/ activities which engage and foster involvement in their child’s academic achievement such as Curriculum Orientation Nights, Parents High School Night, ARIS Parent Access Workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P							3		1				
READING/ WRITING	B							1						
	I							3		1				
	A							2						
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1	2		7
7					0
8	1				1
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		5		1				7
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1								1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading)									

Native Language Tests								
Test)	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Questions 1 through 5 are not applicable, all ELLs are new to the school as of this academic school year.

6. Our goal is for 100% of our ELL students to become former ELLs by the time they leave Mott Hall.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Arndt	Principal		11/28/11
Jakub Lau	Assistant Principal		11/28/11

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evelyn Comacho-Moran	Parent Coordinator		11/28/11
Maria Torres	ESL Teacher		11/28/11
Santa Ventura	Parent		11/28/11
Jennifer Whyman	Teacher/Subject Area		11/28/11
Mark Watson	Teacher/Subject Area		11/28/11
	Coach		1/1/01
	Coach		1/1/01
Renne Benjamin	Guidance Counselor		11/28/11
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M223 **School Name:** The Mott Hall School

Cluster: 6 **Network:** 601

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our parents receive bilingual translation based on the home language survey.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

85% of our parents use Spanish as the primary language at home. As a result, letters and phone blasts are bilingual.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services will be provided by a combination of outside vendors and in-house school staff depending and need and time constraints. We also use simultaneous translation machines for all parent events.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Written translation services will be provided by a combination of outside vendors and in-house school staff depending and need and time constraints. We also use simultaneous translation machines for all parent events.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our budget for translation services as provided by the NYC DOE covers our needs in terms of making sure that parents receive information in the appropriate language. These funds allow us to provide outside vendor translation services if we cannot meet the needs of parents with in-house school staff.