



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MOTT HALL IV MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K522

PRINCIPAL: DR. THOMAS MCBRYDE JR **EMAIL:** TMCBRYDEJR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. AINSLIE CUMBERBATCH

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
Dr. Thomas McBryde Jr.	*Principal or Designee	
Mr. Charles Leaton	*UFT Chapter Leader or Designee	
Mrs. Rosemary Boyd	*PA/PTA President or Designated Co-President/ Parent	
Ms. Shaquanna Perkiss	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	
Ms. Alice Felts	Member/ Teacher	
Mr. Leo Anguiano	Member/ Teacher	
Ms. Shenora Heath	Member/ Parent	
Ms. Caroline Daly	Member/ AP	
Ms. Daneen Miller	Member/ Parent	
Mr. Anthony Haynes	Member/ Parent	
Mr. Dwayne Dewitt	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Increase the percentage of students at proficiency (Level 3 or Level 4) who make one year of progress in ELA on the New York State Exam by 15%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Upon analysis of the New York State ELA exam scores from the 2010-2011 academic school year, we set goals for students at Mott Hall IV by comparing their performance to students within the district and within the city at large. As a school, 35% of our scholars were on Level 3 and 4 in ELA from the 2010-2011 school year. This represents a decrease in proficiency of 9% from the 2009-2010 school year. Therefore, it is imperative that we increase the number of students performing at Level 3 and 4. We instituted the MAI and RAI data assessments at the beginning of the year to provide a baseline of where are students are current performing. From the assessment, we found that 43% of our students are performing at Level 3 and 4, which is far below the standards of excellence that this school has consistently set for itself and we aim to return to prominence.
 - Mott Hall IV is preparing for the implementation of the Common Core Standards and the increased standards and expectation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

After a collective analysis of data from NYS Exams (in August) and Interim Assessments (in November), individual teachers analyzed data specific to their content area and identified target groups with specific needs and developed tailored strategies to address student deficit areas. Instructors engaged in a “re-teach” week in order to address deficiencies before reassessing student progress. Instructors in all core content areas have specified blocks of time either during lunch periods or after school in which targeted students will receive additional assistance and resources outside of scheduled class time. Teachers are also making themselves available for Saturday Academy, which will begin in December. Before the academic year began, teachers also have “Professional push-in” periods built into their weekly schedule in order to assist and reinforce classroom instruction utilizing the co-teaching model. While some teachers alternate in leading classroom discussions, others utilize this time to work specifically with smaller groups or individual students based on identified needs. Instructors meet for grade-level meetings and content specific meetings at least once a week in order to address: ways to adjust the curriculum, plan instruction, analyze data, targeted student groups, recent assessments, methods of differentiation, new policies, formulas for success and areas in need of improvement. All students have been granted access to the online program “Study Island” in order assess themselves on a more regular basis while implementing technology. Instructors coordinated together and created a tutorial cycle for after school tutorials where they volunteer their time for a couple of days each week to work with specific students until they have mastered specific standards they have struggled with.

- Increase rigor in ELA instructions for all students by ensuring that staff are proficient in data analysis that lead to effective goal setting; and utilizing differentiation strategies that maximize student achievement.
- Provide staff with all disaggregated data (Previous NYS exam data) to assist with planning and making informed decisions around grouping and differentiation
- Provide staff with professional development on how to analyze data and utilize it to drive instruction
- Provide staff with resources and training in differentiation techniques; selected staff will participate in network-wide PD
- Have teachers create individual plans to meet the needs of targeted groups (bottom 3rd and Level 2's etc)
- Have teachers implement the Understanding By Design structure to develop instruction units, lesson plans and assessments
- Have teachers create rigorous lessons that are aligned to the Common Core Standards
- Provide time for teachers to plan across grade levels and content areas (common planning and grade level meetings)
- Teachers will maintain classroom data tracking systems– binders, excel, ARIS
- Teachers use data to modify scope and sequence and curriculum maps
- Teachers conference with students throughout the semester to discuss their goals/progress and have students track their individual progress
- Students will write individual goals and be trained how to track their own progress and pathway to attaining their goals
- Students articulate their strengths and weaknesses
- Student progress will be shared in grade team meetings, “data days,” and monthly meetings with administration
- Utilize the co-teaching model to offer support for the Push-in/ Pull out structure for small groups and individual one on one support
- Targeted interventions are created for the bottom 3rd, Level 2's, and Level 4's (after school tutorials, remediation, Study Island, Regents courses)
- Writing across the curriculum implemented
- Saturday School will be offered in January to provide students who are not at proficiency with additional instructional support

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Instructors post all: course descriptions, academic goals, learning objectives, homework assignments and projects on E-Chalk (www.motthall4.com) on a weekly basis. Grades are also available on www.Engrade.com to allow parents to consistently track their children's academic progress.
 - Parents will be provided with a comprehensive training on the use of both websites, as well as ARIS and ACUITY, on November 28, 2011. Parents are also free to access the Internet at the school on a daily basis. At the conclusion of the first marking period, parents attended Scholar Led Conferences (November 16-17) in which students provided detailed explanations of their strengths, weaknesses, and goals.
 - Parents are invited monthly to attend “Breakfast with the Principal” to discuss how they can assist their children at home and receive information about intervention services provided at the school.
 - Parent Coordinator will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through a monthly workshop
 - Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - Work closely with SLT and PA to create an advisory committee regarding parental engagement

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Mott Hall IV will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Teachers College Reading and Writing Project and AUSSIE professional developers will allow staff to build capacity
 - Administration will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction through the Advisory program.
 - The Sports an Arts program provides intervention services afterschool that reinforce instructional strategies provided during the day.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - We have utilized Title 1 Fair Student Funding to support our educational initiatives. 18% of Title 1 funding has been allocated to professional development services with Metamorphosis and AUSSIE. Title 1 Fair Student funds have been utilized to procure intervention resources such as Study Island and Achieve 3000. Funds have also been budgeted to provide intervention services through the afterschool program that provides tutorial services and Saturday school for targeted groups

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Increase the percentage of students at proficiency (Level 3 or Level 4) who make one year of progress in Math on the New York State Exam by 15%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Upon analysis of the New York State Math exam scores from the 2010-2011 academic school year, we set goals for students at Mott Hall IV by comparing their performance to students within the district and within the city at large. As a school, 40% of our scholars were on Level 3 and 4 in ELA from the 2010- 2011 school year. This represents a decrease in proficiency of 2% from the 2009-2010 school year. Therefore, it is imperative that we increase the number of students performing at Level 3 and 4. We instituted the MAI and RAI data assessments at the beginning of the year to provide a baseline of where are students

are current performing. From the assessment, we found that 46% of our students are performing at Level 3 and 4, which is far below the standards of excellence that this school has consistently set for itself and we aim to return to prominence.

- Mott Hall IV is preparing for the implementation of the Common Core Standards and the increased standards and expectation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

After a collective analysis of data from NYS Exams (in August) and Interim Assessments (in November), individual teachers analyzed data specific to their content area and identified target groups with specific needs and developed tailored strategies to address student deficit areas. Instructors engaged in a “re-teach” week in order to address deficiencies before reassessing student progress. Instructors in all core content areas have specified blocks of time either during lunch periods or after school in which targeted students will receive additional assistance and resources outside of scheduled class time. Teachers are also making themselves available for Saturday Academy, which will begin in December. Before the academic year began, teachers also have “Professional push-in” periods built into their weekly schedule in order to assist and reinforce classroom instruction utilizing the co-teaching model. While some teachers alternate in leading classroom discussions, others utilize this time to work specifically with smaller groups or individual students based on identified needs. Instructors meet for grade-level meetings and content specific meetings at least once a week in order to address: ways to adjust the curriculum, plan instruction, analyze data, targeted student groups, recent assessments, methods of differentiation, new policies, formulas for success and areas in need of improvement. All students have been granted access to the online program “Study Island” in order to assess themselves on a more regular basis while implementing technology. Instructors coordinated together and created a tutorial cycle for after school tutorials where they volunteer their time for a couple of days each week to work with specific students until they have mastered specific standards they have struggled with.

- Increase rigor in Math instructions for all students by ensuring that staff are proficient in data analysis that lead to effective goal setting; and utilizing differentiation strategies that maximize student achievement.
- Provide staff with all disaggregated data (Previous NYS exam data) to assist with planning and making informed decisions around grouping and differentiation
- Provide staff with professional development on how to analyze data and utilize it to drive instruction
- Provide staff with resources and training in differentiation techniques; selected staff will participate in network-wide PD
- Have teachers create individual plans to meet the needs of targeted groups (bottom 3rd and Level 2's etc)
- Have teachers implement the Understanding By Design structure to develop instruction units, lesson plans and assessments
- Have teachers create rigorous lessons that are aligned to the Common Core Standards
- Provide time for teachers to plan across grade levels and content areas (common planning and grade level meetings)
- Teachers will maintain classroom data tracking systems– binders, excel, ARIS
- Teachers use data to modify scope and sequence and curriculum maps
- Teachers conference with students throughout the semester to discuss their goals/progress and have students track their individual progress
- Students will write individual goals and be trained how to track their own progress and pathway to attaining their goals
- Students articulate their strengths and weaknesses
- Student progress will be shared in grade team meetings, “data days,” and monthly meetings with administration

- Utilize the co-teaching model to offer support for the Push-in/ Pull out structure for small groups and individual one on one support
- Targeted interventions are created for the bottom 3rd, Level 2's, and Level 4's (after school tutorials, remediation, Study Island, Regents courses)
- Math teachers are trained in Connected Math and implement it effectively
- Saturday School will be offered in January to provide students who are not at proficiency with additional instructional support

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Instructors post all: course descriptions, academic goals, learning objectives, homework assignments and projects on E-Chalk (www.motthall4.com) on a weekly basis. Grades are also available on www.Engrade.com to allow parents to consistently track their children's academic progress.
- Parents will be provided with a comprehensive training on the use of both websites, as well as ARIS and ACUITY, on November 28, 2011. Parents are also free to access the Internet at the school on a daily basis. At the conclusion of the first marking period, parents attended Scholar Led Conferences (November 16-17) in which students provided detailed explanations of their strengths, weaknesses, and goals.
- Parents are invited monthly to attend "Breakfast with the Principal" to discuss how they can assist their children at home and receive information about intervention services provided at the school.
- Parent Coordinator will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through a monthly workshop
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Work closely with SLT and PA to create an advisory committee regarding parental engagement

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Mott Hall IV will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with Metamorphosis math consultants and AUSSIE professional developers will allow staff to build capacity
- Administration will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction through the Advisory program.
- The Sports and Arts program provides intervention services afterschool that reinforce instructional strategies provided during the day.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - We have utilized Title 1 Fair Student Funding to support our educational initiatives. 18% of Title 1 funding has been allocated to professional development services with Metamorphosis and AUSSIE.
 - Title 1 Fair Student funds have been utilized to procure intervention resources such as Study Island and Achieve 3000.
 - Funds have also been budgeted to provide intervention services through the afterschool program that provides tutorial services and Saturday school for targeted groups.

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

- To continue to foster a stronger relationship with the community as measured by an increase in parent satisfaction rates on parent surveys and increased attendance at PA meetings/workshops and school events by 10%.

Comprehensive needs assessment

- After analyzing the data from the Learning Environment Survey, it was determined that Parents were not satisfied with the level of communication provided to them from the school and did not feel that the school was welcoming and inclusive. In previous years, parental satisfaction was at 98%, but in the 2010-2011 school year it dropped to 90%. In order to create a collaborative school community, it is our goal to increase parental involvement through targeted initiatives so that we may return to the 98% satisfaction rate or higher.

Instructional strategies/activities

- New Orientation for incoming 6th grade parents
- Weekly Principal letter published on E-chalk
- Monthly breakfast meeting with the Principal
- Ongoing log-in to ARIS Parent Link support and workshops
- Monthly workshops created by the Parent Coordinator
- Annual Middle School Fair
- Scholar Led Conferences
- Multi-Cultural Fair
- Soliciting parent volunteers in the school
- Awards Assemblies three times a year (Student and Parent)
- Advertising for PTA meetings through mailings, letters sent home by students, School Messenger, and posting on E-chalk
- Monthly calendars and newsletters highlighting all school wide events
- Quarterly Progress Reports for all students
- Parent Conference Call days once a month for parents who cant attend meetings
- Teachers reaching out to parents for positive phone calls concerning student progress
- Annual School Wide Carnival and Barbecue
- NYS ELA & NYS MATH workshops
- Share curriculum maps with parents
- Conduct workshops for parents on the new Common Core Learning Standards
- Conduct Parent Training workshops in ARIS and Engrades

Strategies to increase parental involvement

- Parents are invited monthly to attend “Breakfast with the Principal” to discuss the state of the school, how they can assist their children at home, and receive information about intervention services provided at the school.
- Invite parents to volunteer services and resources to the school
- Parent Coordinator will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology through a monthly workshop
- Invite parents to teacher led trainings to help their children use the intervention services at home
- Provide incentives and door prizes at PA meetings
- Invite parents to attend student activities/events (plays, concerts, awards ceremonies, Scholar Led Conferences) that celebrate their child progress and success through mailings, web postings, and school messenger
- Offer parents services that they may be in need of at PA meetings: computer training, resume writing, and job sourcing etc
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- Work closely with SLT and PA to create an advisory committee regarding parental engagement

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal. NA

Service and program coordination

- The program and services offered will be coordinated by the Parent Coordinator, PA and the SLT.

Budget and resources alignment

Title I Funds will be used to:

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- Purchase resources and supplies for the PA events, which may include: mailing materials, refreshments, door prizes, paper, ink etc.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - All students will engage in at least one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards by June 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - The New York State Department of Education has set the expectation that all schools begin the implementation of the Common Core Curriculum standards implementation, which is designed to ensure our students are college and career ready. In order to increase student academic performance /mastery and provide rigorous instruction, it is essential that we begin to have our students become acclimated to completing performance tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Secure external experts to facilitate Professional Development sessions for all staff members on how to effectively create rigorous performance tasks
 - Provide teachers with exemplars and resources to develop Performance tasks
 - Provide teachers with the time and space to plan performance tasks (i.e. common planning and grade level meetings)
 - Provide meaningful feedback on performance tasks
 - Have teachers plan across content areas to make stronger connections for students
 - Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
 - Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
 - Review lesson plans during study groups for inclusion of CCLS.
 - Use observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
 - Provide feedback to teachers at post-observation conferences.
 - Peruse student work to ensure completion of common core tasks.
 - Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks.
 - Instructional teams will review the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and group of students.
 - Teachers will develop collaborative lessons that focus on modeling with mathematics and constructing viable arguments and critiquing the reasoning of

others

Strategies to increase parental involvement

- Instructors will post all performance task assignments online and send students home with a hard copy to review with parents.
- Instructors consistently update parents at deadline intervals through notes home, email, and phone calls on their child's progress in relation to completing the task
- Parent Coordinator will provide materials and services to help parents work with their children on completing the task (use of school computers, poster boards, space, markers etc)
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Mott Hall IV will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with CFN network and outside consultant professional developers who will assist staff to build capacity
 - Administration will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction through the Advisory program.
 - The Sports and Arts program provides intervention services afterschool that reinforce instructional strategies provided during the day.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - We have utilized Title 1 Fair Student Funding to support our educational initiatives. 18% of Title 1 funding has been allocated to professional development services with Metamorphosis and AUSSIE.
 - Title 1 Fair Student funds have been utilized to procure intervention resources such as Study Island and Achieve 3000.
 - Funds have also been budgeted to provide intervention services through the afterschool program that provides tutorial services and Saturday school for targeted groups

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, at least 75% of Mott Hall IV scholars will be able to facilitate a Scholar Led conference and articulate their goals and performance to their parents/ guardians

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Having students take ownership of their learning is a goal established by the stakeholders at Mott Hall IV. Students need to be able to set clear goals and develop an action plan that will allow for the attainment of their goals. By having students analyze their academic data, identify their strengths and weaknesses, critique work from their portfolios, and then speak directly to how they plan to improve, students develop skills needed to prepare them for college. Many students have difficulty with effective communication, which a necessity in today's world. By giving students a voice and empowering them to speak to goals they have set for themselves, they will be equipped to engage in clear an effective communication with adults and their peers. These skills will assist them get into top high schools, top colleges, and then the career of their choice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Provide advisors with Professional Development and resources for the Scholar Led Conferences during Monday PD
 - Provide advisors with all of the students data that needs to be included on the data form
 - Advisors organize and schedule Scholar Led Conferences (two weeks prior to the SLC's) by reaching out to the parents via mailing, phone calls, and emails
 - Advisors walk students through completion of Scholar Led Conference data form during Advisory
 - Advisor focuses group discussion session around Goals
 - Advisors help students come up with goals based on their individual data
 - Students complete a reflection sheet
 - Students compile artifacts for their portfolio to discuss their work with their parents during the conference
 - Advisor engages in a Mock Scholar Led Conferences with each of their advisees a week before SLC's, so that students can practice facilitation of their conference
 - Advisor provides warm feedback to the scholars to help them prepare for the conference
 - Students conduct their Scholar Led Conferences and Parents complete a survey of the SLC's effectiveness

Strategies to increase parental involvement

- Information concerning Scholar Led Conferences was posted on the school website, sent home in a mass mailing and phone calls were made to each student's home to schedule the conference.
- Invite parents out to Scholar Led Conferences and provide flexible times to accommodate work schedules
- Parents are provided surveys for input on future planning of SLC's
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Mott Hall IV will work to develop all of our staff members as Highly Qualified Teachers. Professional development opportunities through a partnership with CFN network and outside consultant professional developers who will assist staff to build capacity
 - Administration will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction through the Advisory program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 1 funding has been allocated to professional development services to train instructors on how to become effective Advisors. Advisors attended professional development workshops and inter visitations funded through Title I.
 - Resources and supplies for the SLC's were purchased utilizing Title I funding, which included: mailing materials, refreshments, door prizes, paper, ink etc.

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	48	44	38	41	7			
7	41	49	43	39	8			
8	46	53	37	42	10			
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	<ul style="list-style-type: none"> - After school tutorials (small group and one on one) - Push in-Pull Out (during the day) - Saturday Academy - Study Island (during the day and home) - Differentiated Instruction Daily - Technology Integration (IPAD, laptops, Smart Boards, blogs, Kindle, Web Quests) - Advisory (during the day)
Mathematics	<ul style="list-style-type: none"> - After school tutorials (small group and one on one) - Push in-Pull Out (during the day) - Saturday Academy - Study Island (during the day and home) - Differentiated Instruction Daily - Technology Integration (IPAD, laptops, Smart Boards, blogs, Web Quests) - Advisory (during the day) - Regents
Science	<ul style="list-style-type: none"> - After school tutorials (small group and one on one) - Push in-Pull Out (during the day) - Saturday Academy - Study Island (during the day and home) - Differentiated Instruction Daily - Technology Integration (IPAD, laptops, Smart Boards, blogs, Kindle, Web Quests) - Advisory (during the day) - Regents
Social Studies	<ul style="list-style-type: none"> - After school tutorials (small group and one on one) - Push in-Pull Out (during the day) - Saturday Academy - Study Island (during the day and home) - Differentiated Instruction Daily - Technology Integration (IPAD, laptops, Smart Boards, blogs, Kindle, Web Quests) - Advisory (during the day)

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - One on One counseling sessions - Group counseling sessions - Advisory - Classroom Workshops - Classroom presentations - Outside referral services
At-risk Services provided by the School Psychologist	
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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Parent overall responses regarding communication will increase from 7.5 in 2010-2011 school year to 8.0 or higher on the New York City School Survey for the 2011-2012 school year.
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Christopher Groll/V. McDonald	District 23	Borough Brooklyn	School Number 522
School Name Mott Hall IV Middle School			

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

Principal Thomas McBryde	Assistant Principal Caroline Daly
Coach N/A	Coach N/A
ESL Teacher Kathleen Stone	Guidance Counselor Kenneth Springer
Teacher/Subject Area R. Bromley/Sp. Ed.	Parent S. Heath
Teacher/Subject Area Jave Meade/Sp. Ed.	Parent Coordinator Latitia Jackson
Related Service Provider	Other B. Morris/Speech
Network Leader Varleton McDonald	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	1	Number of certified bilingual teachers	0	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	243	Total Number of ELLs	4	ELLs as share of total student population (%)	1.65%
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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. Our ESL teacher, Ms. Stone, speaks Spanish, and she is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if Mott Hall IV would be on appropriate choice. For students assigned to our school by the DOE placement office, she meets with families during admission and reviews documents obtained from the secretary. At the time of intake the Home Language Identification Survey would be administered to families who are registering a child for the first time in a NYC school. This survey helps the school identify students who may have limited English Language proficiency. The Survey would be administered by a trained pedagogue, Mr. Bromley/Mr. Meade who are certified Sp. Ed. teachers, or Ms. Stone, ESL/Spanish teacher, or Ms. Daly, an administrator. An oral interview is conducted with parents and child to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL teacher will administer the LAB-R assessment to determine the student's eligibility to receive ESL services. The LAB-R will be conducted under the conditions appropriate for testing, and it must be given within ten days that the child is admitted into the school. If the child speaks Spanish only, then the certified Spanish teacher will assist with testing. The Spanish LAB will be given by the certified pedagogue.

Our ELLs are assessed annually on the NYSESLAT exam. The ESL teacher will use the information on the ATS/RLER report to determine who is eligible to take the NYSESLAT examination. The administration of the NYSESLAT, including ordering, scheduling, parent notification of testing, administration of all sub-sections, coordinating the writing scoring sessions, and packaging of test materials, are handled by our ESL teacher, Ms. Stone. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations, and to guide instruction. The ATS/RLER was used to make this determination.

2. We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL, our ESL teacher would explain to the parent that there are three different models of ESL instruction being offered by the DOE. The parent brochures and video would be used to convey this message. Parent surveys and Program selection forms would be filled out and the information entered on ATS and the ELPC screen. The LAB-R would be administered by our ESL teacher within the first ten days of the student's attending our school. If a parent does not choose an ELL program, the alternative is bilingual education.

Parents of ELLs who are enrolling in our school are informed that Mott Hall IV does not offer a bilingual program or a dual language program at this time, but may offer this in the future. Presently, we offer a freestanding ESL program that combines pull-out and push-in support. Ocean Hill is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission., if the neighborhood demographics change, and more limited English speaking students are accepted at Mott Hall IV, then changes and accommodations will be discussed and implemented in the future.

Our Parent Coordinator, Ms. L. Jackson provides parents of ELLs with support, such as information as to how they can assist

3. At the beginning of the school year, our ESL teacher drafts, prints and distributes parent notification letters to students - both letters of entitlement for continuing ELLs, and letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English, and the parents' preferred language for school communication, using the translated versions available on the DOE website. In addition, we identify the stakeholders who are willing and capable of translating to parent community.

4. On the first day of school in September, and periodically (at least twice monthly) throughout the school year, our ESL teacher runs ATS reports (RLER and RLAT). and consults with the pupil personnel secretary about new admissions to the school. The ESL teacher gathers class schedules from the school programmer, and in consultation with classroom teachers, creates a pull-out and push-in schedules. Our ELL students will also meet with the ESL teacher, Ms. Stone, during after school sessions. Information is shared with parents during parent -teacher conferences, parent orientation, workshops and at other meetings.

Based on our ongoing assessment of language needs. Our parent findings reveal that is necessary to provide oral translations to our parents during the registration process, parent orientations, parent-teacher conferences, workshops and all other correspondence with our parents.

5. Mott Hall IV is a 'choice' school located in the Ocean Hill section of Brooklyn with approximately 243 students. Four of our students are in the ESL program. Some of these students come from homes where their parents do not speak English, and they are therefore unable to provide English language experiences that enhance classroom instruction and further second language development. Our ELL parents have made the decision to send their children here, and understand that the only program model we offer at this time is the freestanding ESL program. In the seven years since our inception, we have never had more than five ELLs in one year. After explaining our program model, parents do not make the decision not to send their child to the school. We have had students in self-contained special education classes who scored at a beginning level of proficiency on the NYSESLAT examination. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.

6. The program model offered at MHIV is aligned to parents' requests.

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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	1			1			2		1	4
Total	1	0	0	1	0	0	2	0	1	4

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	0													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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

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									2					2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	0	2	0	0	0	0	4

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.
 - 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?

1/2/3. The ELL students at Mott Hall IV follow the program set for their assigned classes, with weekly instructional periods that meet all NYC and NYS regulations in ELA, math, science, social studies, foreign language, physical education and the arts. Major subjects area teaching periods range from five to ten periods per week. Instruction is provided entirely in English. Our ESL/Foreign Language teacher, provides pull-out and push-in services during various periods during the week, according to the

A. Programming and Scheduling Information

number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition, all our ELL students receive pull-out and push-in instructional time with the ESL teacher. All ELL students are pulled out for at least one period. Instruction is focused on language development in reading, writing and oral comprehension; general study skills, vocabulary for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to ascertain students' needs, to offer ideas to help differentiate instruction and assessment, and to respond to specific classroom situations and needs. The speech teacher also meets with these students. The workshop model is used to provide instruction with differentiated tasks that allow ELLs different entry points into the lesson.

4. Spanish is the language being offered at MHIV. some of our ELLs do 2 sessions weekly of this language which is their native language. They are taught the rudiments of the language, how to speak, listen, write and read in Spanish. Periodic assessments are done by the foreign language teacher.

5. Our ESL students do not fit the category of student with interrupted formal education - SIFE. However, we will cater for SIFE students by exposing them to Rosetta Stone and Study Island. These are activities that can be done on the computer at home, as well as the activities listed below

Ells who are receiving service 4 to 6 years will also be exposed to Rosetta Stone and Study Island. While our long-term Ells will be exposed to both Student Island. Achieve 3000, audio books and the activities listed below.

This year, one of our ELLs is a student with an IEP. The student with the IEP and another ELL are in a ITT setting, with reading abilities below grade level. The emergent readers receive support that focus on decoding and comprehension. The other students receive reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional material. Our goal for the students is continued progress that will be demonstrated by growth in their English Language skills. Two of the ELLs in grade six are in the general education program. Their ESL instruction includes more concentrated grammar and usage activities, ongoing vocabulary and reinforcement of the twelve reading comprehension skills.

The techniques used:

- Total physical response
- Use of graphic organizers to simplify reading and writing information
- Use of visuals and ESL software to enrich instruction
- Self assessment in core subjects - Study Island
- Virtual learning in Social Studies
- Experimental learning in Science lab.
- Environmental learning via multicultural field trips

6/7. Our teacher differentiate instruction by delivering scaffolding the concepts thought, reviewing and reteaching, and individualized attention during class time. All teachers in their delivery of their lessons activate prior knowledge, use graphic organizers, promote vocabulary development, emphasize the writing of short and extended responses. Using the workshop model to deliver instruction, the student listens to the language in read aloud activities. They are exposed to informational texts, given the opportunity to answer questions that assess their comprehension of the material. The students are encouraged to share their findings, short responses and extended responses. Study Island is the program being used by the ELL-SWD to strengthen the learning between school and home.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require; language development and support are crucial, and are part of every class lesson and professional development training. All teachers in middle school employ several strategies to provide access to content material and to accelerate English Language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science and physical education classes. Remedial reading programs, such as Wilson, are also used by some

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%	100%	100%
75%	75%	75%
50%	50%	50%
25%	25%	25%
0%	0%	0%

teachers, so tasks are assigned to meet their learning styles and diversity.

ELL-SWDs receive all services mandated on their IEPs because Mott Hall IV provide them with push-in/out programs, after school and Saturday Academy. During these programs, teachers address their individualized needs and provide them with different points of entry into a lesson as mandated on their IEPs.

Courses Taught in Languages Other than English

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. Our school uses data from standardized assessments (NYS, Acuity and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Mott Hall IV students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students. We have instituted small group sessions during the school day for all students for students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for ELL students.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextualization, schema building, connecting text to self and community and meta-cognition. Our ESL teacher meets regularly with ELLs' content area teachers. All instruction is in English.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they continue to receive testing accommodations. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who achieved proficiency on the 2011 NYSESLAT. Our ESL teacher meets with her teachers regularly to monitor her progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

10/11. For the upcoming year, we are not planning a new programs, nor are we planning to discontinue any programs or services for our ELL students. We are striving to improve our existing program by providing our ELLs with more opportunities to use assistive technology to strengthen their English Language development.

12. Our ELL students have equal access to all school programs, events and services. We have not bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all Mott Hall IV's extracurricular activities, including Beacon and SASF community programs. ELL students also participate in college preparedness activities and all field trips. All school support structures are available to our ELLs, such as technology in the classrooms, media center and reading room, tutoring, Saturday Academy and after school programs. All ancillary services provided to students with IEPs are provided to our ELL with an IEP as mandated: speech, guidance and resource room.

13. Our four ELLs are in two different classes and grades. Instructional materials that help support struggling readers are used in all content areas in all classes. The instructional materials that are used will support the English Language development of all the sub-groups associated with the ELL population. The materials are books on tape, books in students' native language, computer resources - Rosetta Stone and Study Island. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Professional development sessions will be provided in-house and external by the Integrated Service Center (ISC).

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.
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14. N/A

B. Programming and Scheduling Information--Continued

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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.
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14. N/A

15. Mott Hall IV is a middle school. All our programs, resources and supports are specific to this age group.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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)?			
N/A			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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.			
<p>1. Our ESL teacher and administrator participate in district, regional, cluster, network and city-wide professional development for ESL teachers. They consult with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.</p> <p>2. We have ELLs in the eighth grade and they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL teacher also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. Teacher reviews the eighth grade ELLs' high school applications with parents and students before they are returned to the guidance counselor.</p> <p>3. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Professional development is also provided by the network for the ESL teacher.</p>			

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. How do you evaluate the needs of the parents?	100%	75%	50%
2. How do you evaluate the needs of the parents?	75%	50%	25%
3. How do you evaluate the needs of the parents?	50%	25%	0%
4. How do you evaluate the needs of the parents?	25%	0%	0%
1. Parents are surveyed at the beginning of each school year to determine their needs and how they can best be supported.	100%	75%	50%
2. The school partners with other agencies, such as the library, to provide technology and other resources.	75%	50%	25%
3. Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters and notices to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL teacher communicates regularly with ELL families.	50%	25%	0%
	TIME	BEGINNERS	INTERMEDIATE
		ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. Parents are surveyed at the beginning of each school year, at the initial PA meeting, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PA and SLT meetings. Recent topics have included: test preparation and accommodations, Common Core Standards, graduation information, high school articulation and ARIS training.

2. The school partners with other agencies, such as Sports and Arts and Beacon. These organizations provide workshops and services to all of our parents. Beacon provides technology and GED classes.

3. Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters and notices to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL teacher communicated regularly with ELL families about ESL service eligibility, scheduling and testing information.

4. Periodically, surveys and questionnaires are given to parents and the information collected is used to assess their needs. Every effort is made to satisfy the needs of all parents. They were invited to Study Island, Engrade and ARIS workshops. Principal had an informal breakfast with parents. Other programs are being planned for all parents. We will provide translations at parent-teacher conferences, as well as daily conferences in our school. Before parent-teacher conferences, we will make a list of students whose parents need a translator(s), and set up a schedule to accommodate them. We will hire outside translators to accommodate those parents who are in need of the service. During our daily routine, in-house translators are always available to meet the needs of our parents.

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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8. Our school uses data from standardized assessments (NYS, Acuity and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Mott Hall IV students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students. We have instituted small group sessions during the school day for all students for students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for ELL students.

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17. What language electives are offered to ELLs?

8. Our school uses data from standardized assessments (NYS, Acuity and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need. Some Mott Hall IV students read below grade level. Our curriculum preparation includes response to intervention, focusing on specific reading strategies for students. We have instituted small group sessions during the school day for all students for students who scored level 1 and 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English Language readers are also helpful for ELL students.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes, such as graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments, modeling, bridging, contextualization, schema building, connecting text to self and community and meta-cognition. Our ESL teacher meets regularly with ELLs' content area teachers. All instruction is in English.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they continue to receive testing accommodations. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who achieved proficiency on the 2011 NYSESLAT. Our ESL teacher meets with her teachers regularly to monitor her progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

10/11. For the upcoming year, we are not planning a new programs, nor are we planning to discontinue any programs or services for our ELL students. We are striving to improve our existing program by providing our ELLs with more opportunities to use assistive technology to strengthen their English Language development.

12. Our ELL students have equal access to all school programs, events and services. We have not bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all Mott Hall IV's extracurricular activities, including Beacon and SASF community programs. ELL students also participate in college preparedness activities and all field trips. All school support structures are available to our ELLs, such as technology in the classrooms, media center and reading room, tutoring, Saturday Academy and after school programs. All ancillary services provided to students with IEPs are provided to our ELL with an IEP as mandated: speech, guidance and resource room.

13. Our four ELLs are in two different classes and grades. Instructional materials that help support struggling readers are used in all content areas in all classes. The instructional materials that are used will support the English Language development of all the sub-groups associated with the ELL population. The materials are books on tape, books in students' native language, computer resources - Rosetta Stone and Study Island. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Professional development sessions will be provided in-house and external by the Integrated Service Center (ISC).

14. N/A

15. Mott Hall IV is a middle school. All our programs, resources and supports are specific to this age group.

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.

Some of our ELLs, are students with IEPs. Often their difficulties are not related to second language learning - some of them are citizens of the United States of America - but are related to their learning disabilities. Progress is not impossible, although it is slow for struggling readers. An analysis of the RLAT indicated that three ELL students received scores that placed them at the intermediate stage, and one is still at the beginning stage.

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)?

N/A

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. Our ESL teacher and administrator participate in district, regional, cluster, network and city-wide professional development for ESL teachers. They consult with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.
2. We have ELLs in the eighth grade and they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL teacher also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. Teacher reviews the eighth grade ELLs' high school applications with parents and students before they are returned to the guidance counselor.
3. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Professional development is also provided by the network for the ESL teacher.

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. Parents are surveyed at the beginning of each school year, at the initial PA meeting, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. All parents are invited to participate in our active PA and SLT meetings. Recent topics have included: test preparation and accommodations, Common Core Standards, graduation information, high school articulation and ARIS training.

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2. The school partners with other agencies, such as Sports and Arts and Beacon. These organizations provide workshops and services to all of our parents. Beacon provides technology and GED classes.

3. Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters and notices to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL teacher communicated regularly with ELL families about ESL service eligibility, scheduling and testing information.

4. Periodically, surveys and questionnaires are given to parents and the information collected is used to assess their needs. Every effort is made to satisfy the needs of all parents. They were invited to Study Island, Engrade and ARIS workshops. Principal had an informal breakfast with parents. Other programs are being planned for all parents. We will provide translations at parent-teacher conferences, as well as daily conferences in our school. Before parent-teacher conferences, we will make a list of students whose parents need a translator(s), and set up a schedule to accommodate them. We will hire outside translators to accommodate those parents who are in need of the service. During our daily routine, in-house translators are always available to meet the needs of our parents.

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							2						

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0
6	2				2
7					0
8	1	1			2
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		1						2
7									0
8	1		1						2
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	1		1						2
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

1. For all new admits to our school, we look at their test history, using information from ARIS and ATS. When an ELL student is admitted, our ESL teacher runs ATS reports to learn their test history, NYSESLAT modalities results, years of service and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps guide ESL instruction in our school.

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.

Some of our ELLs, are students with IEPs. Often their difficulties are not related to second language learning - some of them are citizens of the United States of America - but are related to their learning disabilities. Progress is not impossible, although it is slow for struggling readers. An analysis of the RLAT indicated that three ELL students received scores that placed them at the intermediate stage, and one is still at the beginning stage.

Part VI: LAP Assurances

School Name: Mott Hall IV

School DBN: 522

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Thomas McBryde	Principal		12/1/11
Caroline Daly	Assistant Principal		12/1/11
Latitia Jackson	Parent Coordinator		12/1/11
Kathleen Stone	ESL Teacher		12/1/11
S. Heath	Parent		12/1/11
R. Bromley/Sp. Ed.	Teacher/Subject Area		12/1/11
J. Meade/Sp. Ed	Teacher/Subject Area		12/1/11
N/A	Coach		12/1/11
N/A	Coach		12/1/11
Kenneth Springer	Guidance Counselor		12/1/11
Varleton McDonald	Network Leader		12/1/11
B. Morris	Other <u>Speech</u>		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K522 **School Name:** Mott Hall IV

Cluster: 4 **Network:** CFN407

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.

Mott Hall IV is a choice school located in the Ocean Hill section of Brooklyn with approximately 243 students. Four of our students are in the ESL program, Some of these students come from homes where their parents do not speak English, and are therefore unable to provide English language experiences that enhance classroom instruction and further second language development. Our admission team - secretary, parent coordinator, ESL specialist, foreign language teacher and administrators - looks at the home language survey, the ATS printout of languages spoken by students, carries out holistic assessment through social interaction with the parents, and interviews with students and members of their families. A questionnaire is also sent to parents to find out their preferred language of communication with the school. Home languages of our students are Spanish and French, notices are translated into those languages and sent to parents. In addition, our school prides itself with having a diverse staff. Many members of staff speak a variety of languages, and assist in translating all correspondence for the parents of our ELLs when the need arises. Our Parent Coordinator also uses the Translation and Interpretation Unit for notices, information on school calendars, newsletters and one-to-one over the phone interpretation services to schools. Our website and Engrade offer various language preferences.

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.

MHIV will provide all parent notices in two languages - Spanish and French. An analysis of school data which includes parent workshop attendance sign-in sheets, surveys, HLIS and conversations with parents reveals that there is a need for translation services for parents during parent-teacher conferences, written communication sent home to parents and at workshops. Staff members proficient in Spanish and French translate and interpret accurately for parents.

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.

We identified who were capable and willing to translate from our staff and parent community. We have a multi-cultural staff proficient in many of the languages, as well as parent volunteers. In addition, we regularly use the services of the Central Translation Unit to translate letters to parents, and our website offers various language choices.

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.

Based on our ongoing assessment of language needs, our parents findings reveal that it is necessary to provide oral translations to our parents during the registration process, parent orientations, parent-teacher conferences, workshops and all other correspondence with our parents. The following is an outline of our program which will be implemented with the translation and interpretation funding. Oral translation will be provided:

- The registration process
- Open School parent-teacher conferences
- Parent orientation, workshops and all other meetings
- In-house interpreters will also be provided for oral interpretation services

MHIV will provide oral interpretation services using our in-house interpreters. At the beginning of the academic school year, a survey is done to identify staff members who are able to speak other languages efficiently. The languages that are translated in-house are French and Spanish. These languages form the bulk of our student population who are English Language Learners. In terms of oral and written translation, in-house capabilities are utilized, based on the earlier survey. This includes our foreign language/ ESL and mathematics teachers. Finally, we also utilize the Regional Translation Center for written translation services.

We will provide translations at Parent-Teacher Conferences, as well as daily conferences in our school. Before parent-teacher conferences, we

make a list of students whose parents need translators, and set up a schedule to accommodate them. We will hire outside translators to accommodate those parents in need of the service. During our daily routing, in-house translators are always available to meet the needs of our parents. Parent volunteers are also available to translate.

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>.

We have translated all important letters that go home to parents who require them. We will also access the Translation and Interpretation Unit services whenever we are unable to provide our own translators. We are cognizant of the need to have a speaker of the primary language of the parent at every IEP meeting, and other important meetings, and we do provide these services. Every parent who has indicated a primary language other than English has and will continue to receive a copy of the Bill of Parents Rights and Responsibilities in their primary languages. Our Safety Plan and our LAP provide for this Translation and Interpretation Service. Our Parent Coordinator makes an effort to contact every parent consistently to notifying parents in Spanish and French of continuous activities, services, meetings and workshops. Our school is one of three in the building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE with the phone number of the translation unit.