



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE MOTT HALL SCHOOL

DBN: 06M223

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

SUPERINTENDENT: ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cynthia Arndt	*Principal or Designee	
Paula Mota	*UFT Chapter Leader or Designee	
Evelyn Roman	*PA/PTA President or Designated Co-President	
Geraldo Cordero	DC 37 Representative, if applicable	
Jakub Lau	Member/Assistant Principal	
Melanie Thai	Member/Assistant Principal	
Kristen Emmanuel	Member/Teacher/Secretary	
Eszter Boros	Teacher	
Ana Gonzalez	Parent	
Nancy Guterrez	Parent	
Edna Franceshini	Parent	
Rita Cortez	Parent	
Benja Thomas	Parent	
Norma Montaleza	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, at least 10% of students will attain a net average scaled score gain of at least 5 points on the NYC English Language Arts assessment.

Comprehensive needs assessment

After a comprehensive data analysis, we noticed that student progress was our lowest component on our school report card. While our goal encompasses our entire student population, the school's lowest third will provide the greatest opportunity to increase student achievement.

Instructional strategies/activities

- After-school test prep focused on students in the school's lowest third using a combination of both published and self-generated materials to increase reading, writing, and listening skills.
- Using Datacation data management system to track student progress on a real-time basis and allow teachers to view and share anecdotal reports, which are written and submitted through the Skedula portion of the Datacation suite.
- Every unit across all grades in the ELA curriculum will feature at least one task created using the module creator tool. An online task creation tool that helps ensure alignment with Common Core Learning Standards (CCLS).
- Questioning strategies have been identified for each grade via inquiry team vs (the identifies questioning techniques are scaffolded questions, predictive questions, and questions that address multiple point of view.

Strategies to increase parental involvement

- Using Datacation to create timely communication with parents using the PupilPath portion of the Datacation suite.
- Progress Reports sent to parents via mail for all students with grade of 85 or below in a Core content area
- Workshops conducted by parent coordinator about the CCLS, PupilPath, and helping students at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- After school small group instruction has been aligned so that students in lowest third in school are in the same classes.
- Funds have been set aside to allow for the above mentioned after school test prep.

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

- Throughout the 2012-2013 school year, the special education department will meet weekly to discuss instruction and student needs. Instruction and schedule changes for special needs students will be discussed and implemented during these meetings, as determined by student performance and data analysis.

Comprehensive needs assessment

RATIONALE: We are responding to, In keeping with the goals of the “Shared Path to Success,” to place students with IEP’s in the least restrictive environment whenever possible, we will identify students to have split schedules when possible, with some classes taking place in a self-contained format and other in a collaborative team teaching (CTT) format.

Students with special needs will be attending at least one core subject class in a classroom with general education students.

Data analysis: **Analyze data from previous in class, acuity, and state assessments. Track students’ progress and area(s) of weakness based on these measures**

Scheduling:

- 1) Identify the most academically capable students with IEPs
- 2) Flexible scheduling
- 3) Special education coordinator support for teacher
- 4) Integrated teaching training

Instructional strategies/activities

- Scores on unit pretests
- Midpoint diagnostic tests for unit and for the year (Acuity)
- Statistical analysis of scores on each test determine if goals were met
- Surveys to analyze students’ progress and opinions towards transition

Strategies to increase parental involvement

- Make sure parents attend IEP meetings, receive progress reports, and have an understanding of IEP goals and transition.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Funding: funded with DOE budget, additional funding may be needed, general education teachers will be provided with training on SESIS, UDL, and guidance for supporting students' emotional health and transition anxiety

Service and program coordination

- Budget to allow for students to transition to integrative co-teaching settings
- Time allowed for special education department meetings
- Collaborative planning time set aside for special education and general education teachers.

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

By June 2013, at least 10% of students who scored in the school's lowest third on the NYS Math assessment will attain a net average scaled score gain of at least 5 points.

Comprehensive needs assessment

After a comprehensive data analysis, we noticed that student progress was our lowest component on our school report card. As a result, we decided that concentrating on the school's lowest third provided the greatest opportunity to increase student achievement.

Instructional strategies/activities

- Revision of the mathematics curriculum to align with the Common Core Learning Standards (CCLS) Middle School scope and sequence
- Development of Formative Assessment Lessons to assess student conceptual understanding of taught mathematical concepts
- Incorporation of mathematical problems that take 15 to 20 minute to solve as recommended in state and city CCLS instructional implementation resources such as EngageNY, Mathematics Assessment Resource Service (MARS) Project, and the NYC DOE Common Core Library.
- After-school test prep focused on students in the school's lowest third using a combination of both published and self-generated materials to increase skill in mathematical skills and understanding, differentiated to meet the needs of these students as evidenced in summative and formative assessments.
- Using Datacation data management system to track student progress on a real-time basis and allow teachers to view and share anecdotal reports, which are written and submitted through the Skedula portion of the Datacation suite.
- Questioning strategies have been identified for each grade via inquiry teams (the identifies questioning techniques are scaffolded questions, predictive questions, and questions that address multiple point of view.

Strategies to increase parental involvement

- The parent coordinator is holding workshops on the Common Core Learning Standards (CCLS) and how they relate to instruction specifically in Mathematics and English Language Arts.
- The Math Department will be holding a Math Curriculum Night in the spring of 2013 to show parents the type of work students are currently doing in math classes and how this work represents a shift that aligns the Mott Hall mathematics curriculum with the CCLS.
- Mathematics class syllabi, distributed to students and sent home to parents at the beginning of the year, highlight the instruction
- Using Datacation to create timely communication with parents using the PupilPath portion of the Datacation suite.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- After school small group instruction has been aligned so that students in lowest third in school are in the same classes.
- Funds have been set aside to allow for the above mentioned after school test prep.

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

To develop teachers instructional effectiveness in the art of asking questions in order for students to develop higher order and critical thinking skills.

Comprehensive needs assessment

- Classroom observations and supervisory team walkthroughs indicated that the many teacher questions for students were level one and two questions on the Depth of Knowledge (DOK) scale that were not being used as a scaffolding tool for questions with a DOK level of three and four.

Instructional strategies/activities

- To utilize the book of **The Art of Questioning** by Morgan during common planning and/or or departmental meeting as well in pre and post observation conferences.
- The supervisory process will include questions used at both conferences in order to focus the conversation and provide the best support for the teacher.
- Instructional Cabinet will be trained in how to ask better questions in order to turnkey information.
- Principal, assistant principal and instructional cabinet will participate in training to more effectively improve teaching and learning.
- The supervisory will conduct walkthroughs, informal observations and formal observation for every teacher using Charlotte Danielson's **Framework for Teaching** and other research based rubrics to provide meaningful feedback.

Strategies to increase parental involvement

- Parent workshops address the types of questions about assignments that parents can ask at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Teacher programs have been aligned to allow for both grade level content meetings and department meetings
- Lab Sites have been scheduled and teachers have been released to see examples of effective questioning strategies employed by their peers

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	EDGE services provides small group support to students	Small group intervention	Afterschool
Mathematics	EDGE services provides small group support to students	Small group intervention	Afterschool
Science	EDGE services provides small group support to students	Small group intervention	Afterschool
Social Studies	EDGE services provides small group support to students	Small group intervention	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor supports student behavioral and emotional needs in order to achieve academic Goals.	Group and Individual Counseling	During school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- *All teachers are tenured HQTs with the exception of five probationary teachers who are thus far meeting all requirements for tenure at the end of their probationary period. Staff is currently receiving training in Common Core learning Standards, Danielson framework and in the Art of Questioning as defined in annual goal 4. Several teachers who needed to take the HOUSSSE survey to be certified as highly qualified has done so.*
- *All teachers new to the NYC DOE receive mentoring from tenured teachers that is documented via the Mentor Tracking System (MTS).*
- *Teacher recruitment is founded on the goal of finding highly effective, highly qualified teachers. Teachers are recruited in a variety of ways, including but not limited to hiring fairs, resumes sent to the school, and recommendations.*

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

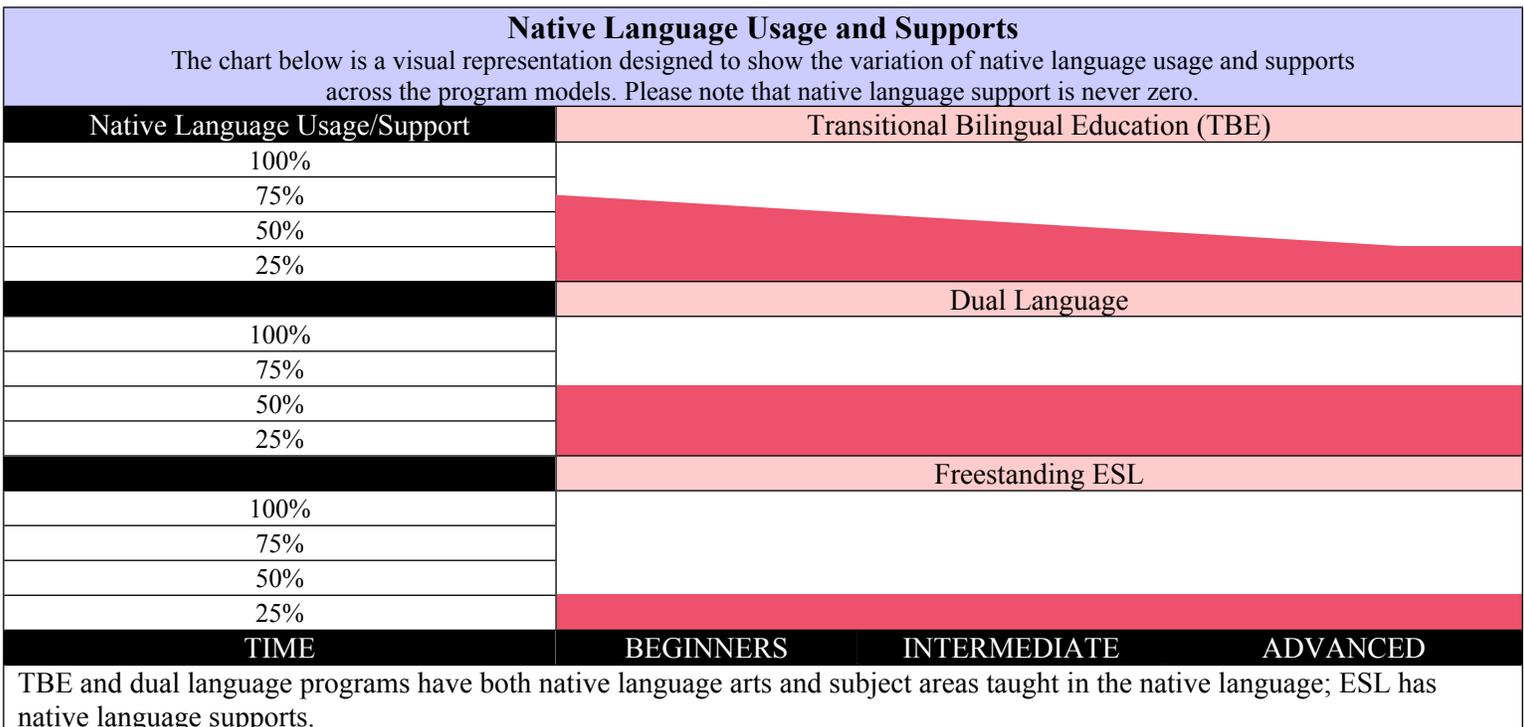
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

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

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



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 601

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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