



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: MOTT HALL 2 MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M862

PRINCIPAL: MARLON LOWE

EMAIL: MLowe5@SCHOOLS.NYC.GOV

SUPERINTENDENT: ILENE ALTSCHUL

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
Marlon Lowe	*Principal or Designee	On file in the Principal's Office
Valeriano Small	*UFT Chapter Leader or Designee	
Pushpa Chauhan	*PA/PTA President or Designated Co-President	
	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	
Allison Shatzman	Member/Teacher	
Jonathan Slon	Member/Parent	
Bienvenida Flores	Member/Parent	
Brenda Davis-Norat	Member/Parent	
Marla Julien-Ndjiki	Member/Teacher	
Rosia Remy	Member/Parent	
John James Janikis	Member/Teacher	

** 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

- Students will demonstrate the ability to use clear and relevant evidence to support their arguments in essays aligned to the expectations of the Common Core Learning Standards (CCLS); such that by June, 75% of students will demonstrate proficiency on a writing post-assessment as measured by a school-wide writing rubric.

Comprehensive needs assessment

- In 2011-12, 72.3% of students demonstrated proficiency on the ELA exam, the average student proficiency was 3.15. While our students seem to do very well on Literary Response and Expression, analysis of our Student Reports indicates weakness in the interrelated areas of "vocabulary to understand informational text" and "Language for Critical Analysis and Evaluation."

Instructional strategies/activities

Strategies:

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; Network PD on creating rubrics aligned to the Common Core; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Department Meetings: Teachers will meet in department teams to develop / refine units, lessons, tasks, and rubrics to assess the use of evidence to support a claim. Using Common Core Standards and exemplars, teachers will engage in the refinement of school-wide writing rubric. Rubric will be used across all grades to reinforce common expectations throughout the school.
Teacher teams will assess student work and plan lessons that demand evidence to support a claim.

Target Population(s): ELA and Social Studies Teachers

Responsible Staff Members: Principals, Data Coach

Implementation Timeline: September 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet in department teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Teachers created an Argumentative Writing rubric to be used school wide.

Strategies to increase parental involvement

- The school hosted a curriculum night and created a parent resource library located in Parent Coordinator's office with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- ELA teachers maintain echalk class websites where they will post information regarding their curriculum, homework assignments, and

key resources to provide support at home.

- Parent Coordinator will host ongoing workshops for parents. Topics include: Preparing for the State Assessments, Internet Safety, How to help your child succeed in middle school, the High School Application Process
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will use School Messenger call system to communicate important news to parents such as: Beginning and ending of marking periods, attendance and homework updates, dates of parent meetings, etc.
- Parents will be trained on how to use ARIS Parent Link.

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 Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Resources from the New York City Common Core Library will be used to instruct students.
- Partnerships with New York University and America Reads to provide tutors that will provide extra support for students during and afterschool

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

Continue to accelerate literacy achievement by refining the ELA and Social Studies curriculum to integrate the CCLS. By June 2013, all teachers will have engaged with grade-level to revise and produce at least 2 units aligned to one of the focus standards of the CCLS.

Comprehensive needs assessment

Analysis of data indicates that 64% of our students meet or exceed proficiency in ELA. In response to citywide expectations that all teachers begin to incorporate the Common Core Learning Standards in their curriculums and the state mandate that expect all schools to continue implement the Common Core Learning Standards during the 2012-2013 school year, our school has begun the work of reviewing the standards and integrating them in our curricula.

Instructional strategies/activities

- Professional Development :on the Common Core Learning Standards in the content areas
- Department Meetings: Teachers will meet with departments to analyze student work, create and/or refine units, performance tasks within the curriculum. The network Literacy Coach will also be present for meetings.
- Administrative Support: Focused work with the network Literacy Coach to improve administrators' skills in assessing instructional planning.

Target Population(s): ELA and Social Studies Teachers

Responsible Staff Members: Principal, network Literacy Coach

Implementation Timeline: September 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will have common planning time with other teachers in their content area once a week to meet to review work products, discuss lesson plans and plan next steps.

Strategies to increase parental involvement

- The school hosted a curriculum night and created a parent resource library located in Parent Coordinator's office with user-friendly instructional materials and guides.
- ELA teachers maintain eChalk class websites where they will post information regarding their curriculum, homework assignments, and key resources to provide support at home.
- Parent Coordinator will host ongoing workshops for parents. Topics include: Preparing for the State Assessments, Internet Safety, How to help your child succeed in middle school, the High School Application Process
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will used School Messenger call system to communicate important news to parents such as: Beginning and ending of marking periods, attendance and homework updates, dates of parent meetings, etc.
- Parents will be trained on how to use ARIS Parent Link.

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 Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Partnership with Judith Hochman to support teachers with the Basic Writing method.
- Collaboration with network coaches to refine pedagogy and curriculum / unit / task design

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

- Continue to accelerate achievement in mathematics by refining curriculum to integrate the Common Core Learning in math with an emphasis on using ratios and proportions to construct expressions and equations that model real-world situations. Based on teacher designed math assessments, by June, 80% of students will effectively use ratios and proportions to correctly construct expressions and equations that model real-world situations.

Comprehensive needs assessment

- Even though 86% of our students are meeting or exceeding state proficiency standards, analysis of data indicate weakness in ratios and proportions as they relate to algebraic equations. Thus, we have decided to make ratios and proportions a school-wide focus for the mathematics department.

Instructional strategies/activities

- Technology: Will be used to implement a pilot hybrid (blended) learning model to provide greater differentiation and individualized instruction for both high and low proficiency students in heterogeneous classrooms.
- Professional Development: Teachers will participate in network and in-house PDs focused on interpreting student data and aligning lessons to the Common Core. Math Coach will meet with teacher teams to improve teachers' instructional planning. Teacher leaders will lead Professional Development and provide Technology support.
- Department Meetings: Teachers will meet with department to analyze student work, create and/or refine units, performance tasks within the curriculum. This is essential because the study of ratios, proportions, expressions and equations is hierarchical with each grade taking the study one step further. This requires a realignment of the teaching content by grade and an increase in the total amount of content to be taught because the CCSS standards add but do not subtract from the legacy NYS standards.

Target Population(s): Math Teachers

Responsible Staff Members: Principal, Math/Data Coach

Implementation Timeline: September 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet in department teams to review student data gathered from periodic assessments. Teacher-team determined that aim to prepare all students to take Math regents by the time they are in 8th grade.

Strategies to increase parental involvement

- Math workshops for parents to engage in CCLS-aligned tasks
- Periodic updates from math team to share instructional strategies and "tips" for home support.
- Provide access to Engrade – an online grading system that allows parents to monitor student progress.

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

- MathXL and Manga High online software will be use to provide more individualized instruction
- Partnership with network math coach via monthly math leaders workgroup

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 ensure that all students have access to literature and technology through a state of the art space.

Comprehensive needs assessment

Analysis of data indicates that 64% of our students meet or exceed ELA proficiency standards. Research supports that the more student read the better readers they become. Thus our school has partnered with the Accelerated Reader program to support our independent reading initiative. This program will be individualized as all students will be tracked as they read independently selected books, at their level and complete comprehension assessments at the end of each reading. Transforming our multipurpose room to accommodate plentiful books will allow students options to select from a greater range of books than those available in their classroom libraries or even their own homes. Students will also have access to the Accelerated Reader technology to assess their reading levels.

Instructional strategies/activities

- Professional Development: Teachers will receive training in conferencing and the Use of Accelerated Reader. Teachers will discuss student progress at department meetings and create next steps to address students who are not moving.
- Conferencing: Focus group sessions will be used to allow students to read independently and allow teachers to conference with students.
- Multipurpose Room: will be equipped with books of various levels for students to check out and return
- Technology: Accelerated Reader will be used to assess and record student’s reading levels. Desktop computers will be procured for use in the media center.
- Capital Investment: purchase of leveled books and consumable instructional materials for use during and afterschool programs; furniture for room, laptop cart and laptops for students use

Strategies to increase parental involvement

- Parents will help obtain resources for the media center by raising funds and helping the school apply for grants.

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 _____ Title I _____ Title II _____ Title III _____ Grants _____ Other
_____ X _____ Levy _____ Title I _____ IIA _____

If other is selected describe here:

Service and program coordination

The school will apply for Reso-A grants from the City Council and the Manhattan Borough President's office to help finance the creation of the media center.

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	<p>ELA Focus Group, a school-designed test preparation program informed by interim assessments, provides students with smaller class sizes and an opportunity to focus on individualized targeted skills (i.e., strands aligned with the ELA state exam) according to areas of need determined by interim assessment data. America Reads Tutors help to decrease student to teacher ratio during Focus Group and core content classes. Performance Series has helped to monitor students' progress and inform instruction.</p> <p>The Accelerated Reader program guides individual students to read books at</p>	<p>Differentiated groups</p> <p>Small Group</p> <p>Whole Class</p> <p>Small Group Instruction</p> <p>One-to-one, tutoring, small groups, guided groups, whole class</p>	<p>During the day and after school</p>

	<p>their level and tracks their progress as they increase their reading comprehension and read increasingly complex texts.</p> <p>Homework help is provided for individual students in every grade during lunch and after school. America Reads Tutors also assist with lunch-time tutoring and after school tutoring.</p>		
Mathematics	<p>Focus Groups, students will focus on targeted skills of weakness and strength individually. At-risk students participate in afterschool tutoring program developed by Math department that includes individualized skills review by the MathXL and Manga High software. Homework help is provided for individual students in every grade during lunch and after school.</p>	<p>Differentiated groups</p> <p>Whole Class</p> <p>One-to-one, tutoring, small groups, guided groups, whole class</p> <p>Small Group</p>	<p>During the day and after school</p>
Science	<p>As an Urban Advantage school, our science teachers are provided ongoing professional development and support through a partnership with the Museum of Natural History. Each grade has visited the New York Hall of Science as part of its instructional program. In addition to the State</p>	<p>Small Group Instruction</p> <p>Whole Class</p> <p>Differentiated Groups</p> <p>Tutoring</p>	<p>During school day</p>

	<p>mandated periods of science instruction, students receive an additional 120 minutes period instruction in science per week. The additional time is tailored to meet the specific needs of each student by allowing for teachers to differentiate content, projects and products for individual and groups of students. At-risk students also participate in after school tutoring program. Columbia University School of Engineering Phd. Candidates also serve as Science Mentors to students in 8th grade.</p>		
Social Studies	<p>In addition to the State mandated periods of social studies instruction, students receive an additional 120 minutes period instruction in social studies per week. The additional time is tailored to meet the specific needs of each student by allowing for teachers to differentiate content, projects and products for individual and groups of students. At-risk students also participate in afterschool tutoring program.</p>	<p>Small Group Instruction Whole Class Tutoring</p>	During day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling is provided for at-risk students on a pull-out basis in order to provide a caring and confidential environment for students in need of</p>	Small Group and individual	During School Day

	<p>counseling support. The counselor treats both individuals and groups of students who are in need of improving their social skills and/or self-esteem. There is one-on-one counseling as well as support groups in the areas of divorce, bereavement, and test anxiety. Mandated group and individual counseling includes the following topics: social skills, anger management, self-esteem building, academic interventions, referrals to outside agencies, emotional, social and academic issues, conflict resolution, parent support, and attendance. In addition, Junior Achievement has partnered all-boys groups with Columbia Business School as a way of supporting the development of life skills (e.g., networking and credit). Likewise, all-girls groups have been partnered with HSBC as a way of supporting the development of life skills and emotional support. JA has also provided small-group life skills instruction</p>		
--	---	--	--

	<p>to our sixth graders. In addition, all students are exposed to mentorship and enrichment programs such as HSBC Young Leadership, Ernst and Young Economics for Success Program, and Peace by Peace Conflict Mediation program. Finally, our counselor has worked closely with the following outside support organizations: Prep 9, Oliver Scholars, Teak, and ABC.</p>		
--	---	--	--

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.

- | |
|--|
| <ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA teachers • The secretary will work closely with the network HR partner to ensure that non-HQT meet all required documentation and assessment deadlines • Mentors are assigned to support New Teachers and un-qualified teachers • Professional Development • Intervisitations • Frequent Observations and Feedback |
|--|



PARENT INVOLVEMENT POLICY (PIP)

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 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 20th 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 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.

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 103	District 03	Borough Manhattan	School Number 862
School Name Mott Hall II			

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

Principal Ana De Los Santos	Assistant Principal Rebecca Fagin
Coach type here	Coach type here
ESL Teacher Violeta Trifu	Guidance Counselor Belinda Gorman
Teacher/Subject Area Iris Cortes/Spanish	Parent Soledad Alonso Miranda
Teacher/Subject Area Linda Paparella/ICT Teacher	Parent Coordinator Jory Plevel
Related Service Provider type here	Other Marlon Lowe
Network Leader Yuet Chu	Other type here

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	318	Total Number of ELLs	7	ELLs as share of total student population (%)	2.20%
------------------------------------	------------	----------------------	----------	---	--------------

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. At registration Pupil Accounting secretary informs ELL coordinator and licensed ESL teacher, Violet Trifu, or assistant principal, Rebecca Fagin, that a newly admit to NYC schools is registering. The ELL coordinator conducts an informal interview of the parent and child and assists the parent in filling out the Home Language Survey (HLS). If there is a need for a translator, the school will provide one. If there is no staff member who may translate, the NYCDOE Translation and Interpretation Unit student is contacted for an interpreter to translate for the parent. ELL coordinator reviews the HLS to determine if the child is eligible to take the LABR assessment. The LABR is administered by the ESL teacher, Ms. Trifu, to the student on that day or the next day depending on what time of the day registration took place. The LABR is hand-score to determine eligibility for services. A copy of the students (LABR) answer grid is kept at the school before submitting to the scan center. This copy is destroyed once the score appear in ATS. Once the student is identified as an ELL, he/she will be administered the NYSESLAT every year until he/she scores at a proficient level on this test. The school ensures that all students are tested by cross referencing a number of documents: RLER, RLAT, and a manual running record kept by the ESL coordinator.

2&3. Once it's determined that the student is eligible for ELL services, an entitlement letter is sent home. This letter informs the parent that based on the LABR results (score is indicated) their child has been identified as an ELL. They are invited to a Parent Orientation within 10 days of enrollment which is conducted by the ESL coordinator and assistant principal. At the parent orientation, parents are provided with a parent brochure and are given information on the three programs the NYCDOE provides for ELL students. Parents also view a video provided by the NYCDOE which further explain the programs available and their rights as parents of ELLs. Translation is provided as needed. At the end of the orientation, parents are asked to fill out a program selection form indicating their program selection. The initial parent orientation is held at a time which is convenient for the parent, before the orientation is scheduled parents is contacted to check on their availability. A copy of the Program Selection form is kept on file by the ESL teacher for the time the student is in our school, and the original is placed in the student's permanent record file.

4. Placement letters, explaining LAB-R results, amount of ESL services student receive and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student eligibility. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min., and ELL talent.

5. Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our ESL pullout program. Program Selection Forms, when received are reviewed to make be sure we are the program of choice. Completed Program Selection Forms, collected over the past 4 years show that the ESL pullout program we provide continues to be the preferred program.

6. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be to assist families by reaching out to our Network (103) and to the placement office for our district (02) to find sites that align with parent choice. We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

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	To t #
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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	5	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										
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	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0	0	0	5	0	4	2	0	2	7
Total	0	0	0	5	0	4	2	0	2	7

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
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	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							2	1	3					6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	3	1	3	0	0	0	0	7

Part IV: ELL Programming

A. Programming and Scheduling Information

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. Instruction is delivered in one hour block periods throughout the day.
 - a. There are many organizational models in place: Push-In (Co-Teaching), Pull-Out, Collaborative as well as Self-Contained models are evident across disciplines.
 - b. Program models include block periods where classes travel together as a group. Classes are set up Heterogeneous formats. The ESL pull-out class consists of an ungraded format where students are in mixed grades.
2. The mandated number of instructional minutes, as per CR Part 154, are provided by a certified teacher in each core class as well as during their scheduled ESL class.
 - a. ESL instructional minutes are delivered specifically in a one hour block period a week. The remainder of the mandated time is delivered during ELA classes and focus groups throughout the day, all week as a push-in program. Beginner ELLs and intermediate ELLs receive a total of 360 minutes a week of services. Advanced ELLs receive 180 minutes of mandated services a week. Sixth and seventh graders receive Spanish as a second language while eighth graders are in a class of native speakers.
3. Content areas are delivered in one hour block periods in a heterogeneous setting. Word walls are evident in each classroom and are accessible to all students. The objective (aim), "do Now" and lesson are always visible on the whiteboard or on the "ELMO" screen. New vocabulary introduced to students each period is always written in a designated area so that it is easily visible to students. Teachers orally go over lessons thoroughly and repeat segments of lesson if students are unclear. Visual aids, manipulatives, pictures and relia are used in the content areas to facilitate understanding and language development.
4. Evaluations of ELLs are determined by the HLIS. If a language other than English is considered the primary language then student is evaluated accordingly. For students whose home language is Spanish the Spanish LAB is administered. They are also provided with translated versions of the NYS test for Science, Social Studies, and Math, if available in their home language. Glossaries for State tests as well as class use.
5. Instruction is differentiated for ELL subgroups by how students are grouped. More advanced students might be paired with intermediate students to assist with given tasks. Individual conferencing between student and teacher is often occurrence. During individual tasks teacher works with individuals for a given timeframe.
 - a. We currently do not have SIFE students. If we did have SIFE students our plan would be as follows: We would provide AIS once a day where students would receive decoding and fluency instructions using the Wilson Program - Just Words. These students would also be mandated to participate in the Extended Day program. We would develop an after school program that would provide NLA instructions which will develop their academic skills in their native language. Classroom instructions would be in small groups with many one-to-one teaching opportunities. Students' library would consist of low inference/high interest books. Students would be provided with visual aids as much as possible.

A. Programming and Scheduling Information

- b. In addition to the services above, newcomers participate in a before school program which focuses on the listening and speaking modalities. ESL teacher provides a mini lesson targeting listening and/or speaking skills, then students are directed to either the listening centers to practice skills or to work in groups to develop skits which they will present to the class as a group.
- c & d. The plan for ELLs receiving services for 4 to 6 years and long-term ELLs is the same. ELLs participate in a more rigorous program (ESL) where they engage in reading more non-fiction texts. Emphasis is made on writing skills through continuous response to non-fiction text. Writing assignments and projects require more extensive and elaborate detail. A wide range of academic vocabulary use is expected and taught throughout all content area. They receive additional instruction during extended periods throughout the day.
6. ELL-SWDs are taught using low inference/high interest books, manipulatives, visual aids, and pictures are used to teach content areas. Special education teacher consult on a regular basis to best serve those students. ESL teachers use her time with the ELL-SWDs to emphasize and reinforce materials and content being taught by the special education teacher. Total Physical Response method is used to teach ELL-SWDs.
7. ELL-SWDs students are participating in a Focus group program which offers the student individualized instruction for one hour a week according to the data obtained from the ELA test scores. All our ELL students receive an hour of ESL instruction on a Pull Out program in groups of 5-6 and skills are taught according to the results of the NYSESLAT scores.

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

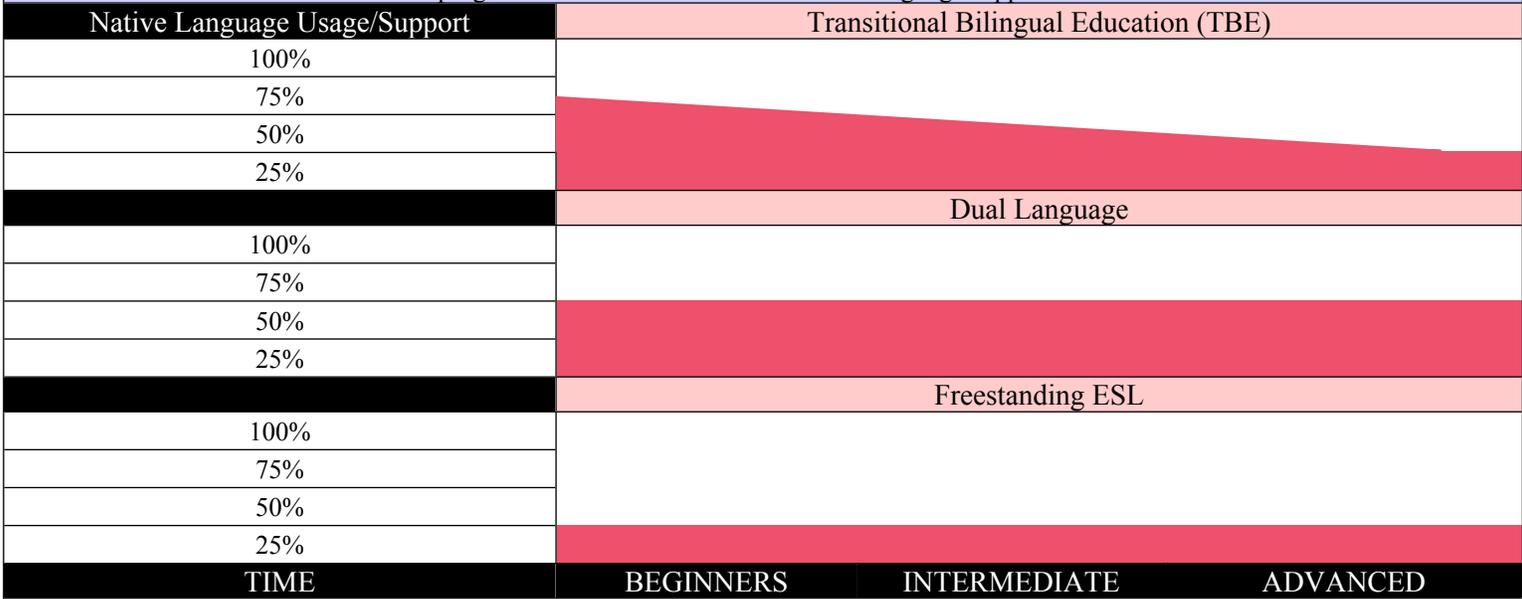
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

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.



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

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. We provide academic intervention service in a before school program, after school program, and during lunch time by content area teachers. Student teachers provide extra support in the classroom during instructional time. During lunch hours eighth grade teachers offer a quiet space for students to do homework. Assistance, if needed, is also offered in all subject areas by the teacher. The social studies teacher offers help with writing during lunch hours, as well as afterschool, targeting students who demonstrate low levels of writing skills. The Spanish teacher also offers homework help during lunch hours, as well as afterschool, targeting students who are struggling in their language classes. The science teacher offers weekly afterschool tutoring for students who are struggling in science. We also have two afterschool science classes. Sixth graders are offered a class dealing with neuroscience and eighth graders are offered a class in alternative energy.

9. ELLs who reached proficient level on NYSESLAT are provided with transitional support by continuing to receive ESL services for another two years. They also continue to receive testing accommodation for two years.

10. For foreign language teachers to collaborate more with the ESL and Special Education teachers to best meet the needs of all ELLs taking a foreign language.

11. None

12. All our ELL students participate in all the extra curricular activities, all the sports programs and in all our school trips and evening activities and social dances. All AIS is offered to ELLs before school, after school and during lunch.

13. Glossaries, dictionaries, Laptops, low inference/high interest books, and Spanish books are used in all core classes.

14. For our spanish speaking ESL students, native language support is offered during foreign language class. They are also provided with dictionaries, glossaries and spanish libraries. In addition, students are able to use goggle translate in class.

15. Yes. High interest and low inference literature is used and correspond to ages and grade levels.

16. For newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where incoming students are given a tour of our building. During this orientaiton we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time.

17. The only foreign language offered this year to our ELLs is Spanish.

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. ELL personnel often participate in professional development workshops outside the school building targeting specific models such as SIOP. All teachers of ELLs also attend monthly meetings lead by the ESL teacher. Topic discussions include teaching strategies used with ELL students and specific ways we can develop academic language.

2. The school participates in two High School fairs a year. Staff are given sample mini lesson to do with their students so they are prepared to participate in the HS fairs in a way that is meaningful to them. Teachers are also given the opportunity to take their students on HS visits to further prepare them for their transition. We also provide college tours to provide students a look at their future and help them set long-term goals.

3. Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office Of Language Learners, Spring 2011 to the staff by the ESL teacher. The ESL instructor attends professional development throughout the year as per the Network and the DOE. Sign-In sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

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. We have a very small group of ELLs in our school and the parents are notified by the ELL Coordinator as to the progress of their child. The parent in our Committee is the parent of two students who are receiving ELL services in our school. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent reach out to ensure communication. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELL's are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents are kept informed by letters and updated calendars. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA HAWKS happenings, information boards & bulletin boards, etc. Translation is provided by ESL teacher, other teachers, fellow parents and DOE translators.

2. We partner with Urban Advantage which is an organization that provides families with opportunities to visit museums across the city. Each family in our school, including ELLs, benefits from this program.

3-4. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opportunity for parents to network and assist each other to adjust to their new community. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

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	0	0					0
Intermediate(I)							0	0	0					0
Advanced (A)							3	1	3					7
Total	0	0	0	0	0	0	3	1	3	0	0	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							1	1	0				
	P							2	0	8				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							3	1	3				
	P							0	0	0				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	1	0	0	0	0	0	0	0	1
8	1	0	1	0	1	0	0	0	3
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	0	0	0	0	0	0	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 Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use Accelerated Reader and Star Reading programs to periodically assess reading levels. Our students with disabilities and those who are English Language Learners are also assessed on Performance Series. Students are given two interim assessments and one prediction assessment through Acuity. The data will be released on December 5, 2011. The first interim assessment and the predictive serve as diagnostics so that we could implement specific interventions to ELLs that might have particular areas that need attention prior to the state exam in April. For example, if student A's data consistently indicates that s/he needs support with inferences and drawing conclusions then the ELA and ESL teachers can plan accordingly. Likewise, the Renaissance Learning programs offer information that can be assessed even more regularly to inform instruction.
2. The NYSESLAT shows that students are proficient in speaking and listening and advanced in reading and writing across all grades.
3. As a result, a focus on reading and writing is implemented in instruction. Students use non-fiction as well as fiction text to produce writing pieces that exemplify specific writing criteria.
4. a. All ELLs take exams in English.
 - b. Results from ELL Periodic Assessments help in planning instruction that targets each student's needs.
 - c. These Periodic Assessments show that ELLs are continuously improving in all modalities.
6. We evaluate the success of our ESL program by how well students do during the course of the year in their classes as well as how well they do on the NYSESLAT. If there is no sign of improvement or very little improvement then instruction is reviewed and modified.

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)
Ana De Los Santos	Principal		12/9/11
Rebecca Fagin	Assistant Principal		12/9/11
Jory Plevel	Parent Coordinator		12/9/11
Violeta Trifu	ESL Teacher		12/9/11
Soledad Alonso Miranda	Parent		12/9/11
Iris Cortes	Teacher/Subject Area		12/9/11
Linda Paparella	Teacher/Subject Area		12/9/11
	Coach		1/1/01
	Coach		1/1/01
Belinda Gorman	Guidance Counselor		12/9/11
Yuet Chu	Network Leader		12/9/11
Marlon Lowe	Other <u>Assistant Principal</u>		12/9/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M862

School Name: Mott Hall II

Cluster: _____

Network: CFN 103

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.

When students are admitted to our school, information from ATS (RHLA and RPOB) lets us know the home language. In addition, parents complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conferences.

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.

The majority of our students come from Spanish speaking homes. We also have a handful of families who speak Eastern European and African languages . At the beginning of the school year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

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.

Translation for Spanish is provided for all our out going messages, flyers and notices. We also have purchased translation software that has helped in translating our communications. We have used school staff, parent volunteers and Translation & Interpretation Unit to assist in written translations.

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.

We have teachers on staff that are bilingual in Spanish and English and serve as translators during conferences and call the homes to communicate with the parents. Our school secretary is also bilingual in Spanish and English. At the beginning of the year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

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>.

If we need official notices to go out in other languages not provided through the Translation Software, we can print them from the DOE which provides translation of forms in 25 language.