



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MOTT HALL SCHOOL
DBN (i.e. 01M001): 06M223
Principal: DR. MARVA GUMBS-PICOU
Principal Email: MPICOU@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: MARGRET STRUK

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Marva Gumbs-Picou	*Principal or Designee	
Eszter Boros	*UFT Chapter Leader or Designee	
Evelyn Roman	*PA/PTA President or Designated Co-President	
Geraldo Codero	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	
Jakub Lau	Member/ Assistant Principal	
Zvia Ratz	Member/ Teacher/ Chairperson	
Judy Canestrelli	Member/ Teacher	
Kathleen Mc Mahon	Member/ Teacher	
Ana Gonzalez	Member/ Parent	
Sharinne Betances	Member/ Parent	
Ana Mendoza	Member/ Parent	
Christopher Campbell	Member/ Parent	
Juan Mendoza	Member/ Parent	
Rita Cortez	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 100% of the teachers will have a normed understanding of Danielson rubric to improve overall pedagogy by aligning the Mott Hall curriculum with the common Core Learning Standards, focusing on student engagement, differentiated instruction and increasing academic rigor

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Considering the citywide instructional expectations which is focused on moving student toward meeting higher standards, and the requirements of the Advance teacher effectiveness system, this goal is designed to ensure that instruction at Mott Hall meets the demands of these city-wide initiatives.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In grade and departmental meetings teachers will discuss, create or upgrade unit performance tasks so that they are engaging, differentiated and challenge students thinking.
2. Classroom visitations and reflection on best practice via teacher teams and one on one conferences.
3. Collaboratively looking at student work in grade and department meetings to norm the evaluation of student work and to develop instructional activities that are differentiated , engaging and rigorous
4. Teachers will engage in at least three hours of professional development per month focused on the Danielson framework to improve pedagogy

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators will create common planning time for teachers to meet and work collaboratively on content area instructional initiatives and grade level initiatives.
2. Administration will conduct walkthroughs, learning walks, and classroom inter-visitations with teachers.
3. Teachers will collaborate and plan at grade and department meetings to ensure instructional activities are aligned across grades, and with CCLS.
4. Teachers will participate in training to understand Danielson Framework and measures of students learning (CFN Support Team, MOSL Coach, Consultants and school based PD).

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will conduct teacher observations with frequent feedback, and teachers will reflect on instructional activities and discuss effectiveness and areas for improvement.
2. EDGE Program: Students in grades 6, 7, and 8, who fall in the lower third, are offered academic support focused on improving science skills. Teachers review student strengths and weaknesses based on classroom assessments and test data, and provide instruction focused on increasing student performance in targeted areas.
3. Teachers will periodically review formative and summative student data to track student progress.
4. Periodic Feedback and Follow-up on implementation of professional development initiatives.

D. Timeline for implementation and completion including start and end dates

1. Bi-monthly observation calendar will be developed, reflecting weekly observations schedule
2. Periodic learning walks by grade and department, with administration
3. Monthly analysis of student work to gather data in department meetings
4. Teachers will engage at least three hours of Advance professional development each month

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule inter-visitations for teacher to demonstrate and share best practices
2. Program weekly department and grade meeting
3. Administrators will participate in monthly workshops provided by the Network to enhance the instructional program
4. Develop a professional development calendar of workshops, that supports and improves teacher practices

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Host specific grade curriculum meetings to inform parents of goals, curriculum initiatives, and student expectations. This will give parents an opportunity to increase their knowledge of the curriculum and content specific instructional strategies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 the number of students performing in the lower third on the NYS ELA Assessment will decrease by 10%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Academic Intervention focused on all students in the school's lowest third using a combination of both published and self-generated materials to increase reading, writing, and listening skills.
2. Identified students, including ELL and IEP students, will received targeted instruction during EDGE, lunch time tutoring, and after school test prep
3. Integrate literacy skills across all content areas, using shared rubrics that are aligned with the Common Core Learning Standards (CCLS).
4. Teachers will collaborate in grade and departmental meeting to identify performance objectives that are aligned with common core learning standard, and develop curriculum maps focusing on mastery of targeted ELA skills at each grade level

B. Key personnel and other resources used to implement each strategy/activity

1. The EDGE program is small group instruction (10 students per class) that takes place for 50 minutes three times a week. The targeted population for this program is all students, including special education and ELLs, that fall in the schools lowest third
2. After school and Saturday test prep in ELA, Math and Science to prepare students for the
3. Teachers will differentiate instruction to meet the needs of all students and improve student progress
4. Teachers will participate in ongoing professional development that supports and improve teaching and learning

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Analyzing student work in grade and department meetings
2. Ongoing data analysis of assessments to inform instruction and improve student achievement.
Teachers will reflect and review curriculum activities for effectiveness. School Staff will use Datacation Student Data Management System (Skedula and Pupil Path) which allows teachers to see how individual students are performing throughout the various subjects; while curriculum programs like Atlas Rubicon and Module Creator allow teachers to keep track of what is being covered on various grade levels. These tools help in creating more interdisciplinary instructional opportunities and encourage literacy in all disciplines.
3. Administrators will conduct regular observations to support and identify professional development needs
4. Summative and Formative Assessments will be used to assess the student progress in reaching performance objectives.

D. Timeline for implementation and completion including start and end dates

1. Academic Intervention is offered during the school day three times a week for 50 minutes.
2. Teachers meet in Professional Learning Communities (PLC's) twice a week, as departmental and grade teams, respectively.

3. Interdisciplinary Units and use of online resources is ongoing throughout the year.
 4. After school and Saturday test prep beginning January 2013 and ending in May
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Program teacher inter-visitations
 2. Schedule weekly department and grade meetings
 3. Administer benchmark assessments, MOSAL, end line assessments and teacher-generated assessments
 4. Common core professional development and professional development provided throughout the year by MOSL Coaches, CFN Support Staff, and outside service providers such as Pearson and Datacacion

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Host curriculum night for each grade to assist parents in understanding the curriculum shifts in ELA and Math, CCLS, and citywide expectations
- Provide after school events like Poetry/Science/Math Night to encourage parent involvement in their children's academic lives.
- Encourage parents to utilize the parent component of Skedula grade-book and Pupil Path, which allows parents to have ongoing knowledge of their children's academic progress.
- Familiarize parents with educational websites like Learnzillion.com and Khan Academy, as additional resources to help with the children's academic needs at home.
- Provide workshops for parents on NYC promotion policy
- Provide parents with information and resources to help their children improve their achievement levels in ELA.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students will analyze and critique at least one science investigation (presented as an informational text) per a term in order to strengthen students' conceptual understanding of experimental design and improve their baseline performance by 10% as measured on the benchmark assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing our MOSL baseline assessments, the Science Department identified experimental design, conceptual understanding of the scientific process, and inferential thinking are areas where student performance was low.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Science teachers of grade 6, 7, and 8, will engage students in project base learning activities. Students will participate in evaluating, designing, analyzing and critiquing experiments.
2. Participating in lab sites to observe best instructional practices for teaching students experimental design.
3. Utilize Urban Advantage resources, such as the UA rubric, the Investigation Design Diagram, and the Designing a Scientific Explanation tool. Urban Advantage is a

non-profit organization supported by the New York Department of Education that promotes science education in partner schools . Urban Advantage provides professional development to our science teachers on science investigations and teaching students the scientific process.

4. Teachers will use cross-circular concepts, such mathematical equations, ratios and argumentative writing skills, to enhance and develop Math and ELA skills.
5. Utilize technology resources such as vital.com and Brain Pop

B. Key personnel and other resources used to implement each strategy/activity

1. Science teachers will evaluate and analyze student work during weekly department meetings.
2. Urban Advantage professional development
3. Administrators will support teacher teams in planning and providing resources to support the initiative.
4. Science inter-visitations for teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. MOSL Assessments and Teacher generated assessments
2. Science state exams (8th Grade Science Exam & Living Environment Regents)
3. Science Projects
4. Lab Reports designed with the scientific method
5. Analysis of students data from formative and summative assessments

D. Timeline for implementation and completion including start and end dates

1. Fall 2013: Needs assessment and plan of action developed by science department based on classroom assessments and MOSL science baselines.
2. Winter 2013/2014: Sharing of best practices in department meetings and lab sites
3. Spring 2014: Experiment design by students and analysis of student work produced in classrooms and for the school-wide Science Fair.
4. Science Professional development is ongoing throughout the school year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. UA professional development provides both materials and rubrics for assessing student experiments and lab reports.
2. Science meeting (both grade and department). Agendas for meetings will reflect discussion of successful strategies for ensuring students understanding of the scientific process and observed student deficits (i.e. identifying dependent vs. independent variables in an experiment).
3. After school test prep for Living Environment Regents and 8th grade Science Exam
4. Atlas Rubicon Curriculum Management System. This online curriculum management tools allows teachers to share activities, lesson plans, and assessments online. It also ensures that the science curriculum is horizontally and vertically aligned

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Host curriculum night for each grade to assist parents in understanding the curriculum shifts in ELA and Math, CCLS, and citywide expectations

Provide after school events like Poetry/Science/Math Night to encourage parent involvement in their children's academic lives.

Encourage parents to utilize the parent component of Skedula grade-book and Pupil Path, which allows parents to have ongoing knowledge of their children's academic progress.

Familiarize parents with educational websites like Learnzillion.com and Khan Academy, as additional resources to help with the children's academic needs at home.

Provide workshops for parents on NYC promotion policy

Provide parents with information and resources to help their children improve their achievement levels science.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- B. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- D. Timeline for implementation and completion including start and end dates**
 - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- B. Key personnel and other resources used to implement each strategy/activity**

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Program: Students in grades 6, 7, and 8, who fall in the lower third, are offered academic support focused on improving ELA skills. Teachers review student strengths and weaknesses based on classroom assessments and test data, and provide instruction focused on increasing the student performance in targeted areas. ELA Test prep	Small group Small group	Extended day (50 minutes) three time a week After school & Saturday
Mathematics	EDGE Program: Students in grades 6, 7, and 8, who fall in the lower third, are offered academic support focused on improving math skills. Content area teachers review student strengths and weaknesses based on classroom assessments and test data, and provide instruction focused on increasing the student performance in targeted areas. Math Test Prep	Small group Small group	Extended day (50 minutes), three time a week After school & Saturday
Science	EDGE Program: Students in grades 6, 7, and 8, who fall in the lower third, are offered academic support focused on improving science skills. Content area teachers review student strengths and weaknesses based on classroom assessments and test data, and provide instruction focused on increasing the student performance in targeted areas. Science Test prep	Small group Small group	Extended day (50 minutes), three times a week After school & Saturday

Social Studies	<p>EDGE Program: Students in grades 6, 7, and 8, who are below grade level in social studies, are offered academic support. Content area teacher review student strengths and weaknesses based on classroom assessments and test data, and provide instruction focused on increasing student performance in targeted areas</p>	<p>Small group</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor supports student behavioral and emotional needs in order to achieve academic goals.</p>	<p>Group and Individual Counseling</p>	<p>During school day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited and retained in a variety of ways, including but not limited to: <ol style="list-style-type: none"> 1. Hiring fairs, resumes sent to the school, and recommendations: 2. Partnerships with Teachers College, Columbia University and City University of New York for student teacher placements. Several former student teachers are no licensed pedagogues working at the school. 3. Partnerships with New York City Teaching Fellows and Teach for America. 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Staff is currently receiving training in Common Core Learning Standards, the Danielson Framework, the Advance evaluation system for NYCDOE teachers in the following ways: <ol style="list-style-type: none"> 1. Three hours of monthly PD designed to support instruction and planning. Topics are determined from supervisors' observation of instruction, discussion with teachers during grade and department meetings, and suggestions from the school's PSO and other support partners. 2. Teachers participate in classroom inter-visitations. 3. Teachers look at student work in department and grade meetings to identify student gaps in knowledge and understanding and to achieve grade norming between different teachers on the same grade level.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Purchase supplies that students are in need of (uniform, schools supplies, etc) Expenses associated with in school activities or any Mott Hall after school activities. Periodically asses individual student's needs to see how the school could assist

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In the summer of 2013, a committee of teachers met with administration to form our MOSL committee. Many members of the MOSL committee are also part of our Instructional Inquiry Team. The MOSL committee was responsible for researching different assessments and making decisions on the assessment choices that would be most relevant for our population of students with consultation from teachers in each content area. Throughout the year, all teachers received training in understanding the components of the assessments, how to modify their curriculum, and implement strategies related to the assessment measures. During department meetings, teaches collaboratively develop unit assessments, and grade-uniform

midterms taken by all students. Teachers are also given focused support from administration as well as the network on how to use student data results to improve instruction. This collaboration occurs during inquiry, department and grade meetings.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) 06M223

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 06	Borough Manhattan	School Number 223
School Name The Mott Hall School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Marva -Gumbs-Picou	Assistant Principal Jakub Lau
Coach type here	Coach type here
ESL Teacher Kathleen McMahon	Guidance Counselor Renee Benjamin
Teacher/Subject Area type here	Parent
Teacher/Subject Area type here	Parent Coordinator Evelyn Camacho-Moran
Related Service Provider Jennifer Rose	Other type here
Network Leader(Only if working with the LAP team) Margaret Struk	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	283	Total number of ELLs	12	ELLs as share of total student population (%)	4.24%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							7	7	7					21
SELECT ONE														0
Total	0	0	0	0	0	0	7	7	7	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	12
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0			8	0	0	4	0	0	12
Total	0	0	0	8	0	0	4	0	0	12

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2			5
7	3	1			4
8	3	0			3
NYSAA Bilingual (SWD)					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	3		1		1				5
7	4								4
8	3								3
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		4		1		12
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. The Mott Hall School uses student's lexile reading level to assess early literacy skills. The school uses the Achieve 3000 differentiated literacy instruction program to meet the needs of students at all ability levels. This program is used both in class and by students at home, as students have access to their online account at all times. .

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Students are a mixed level at Mott Hall. According to the NYSESLAT in 2013, One Mott Hall eighth grader in a self-contained special education class dropped down to a beginning level. Two special education self-contained students in the eighth grade are intermediate. One seventh grader self-contained special education student is intermediate and the rest of the students (8) just came into the school as sixth graders . Six of those students are self-contained special education students and two of them are in an integrated co-teaching setting. These eight students tested at the Advanced level on the NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the patterns across NYSESLAT modalities (Reading, writing, listening and speaking), the ESL teacher will base her instruction on what each individual student's needs are. For example, based on the scores in each modality on the NYSESLAT, the teacher will assess where more emphasis should be placed for each student so that each student can improve his weaknesses and achieve success in the NYSESLAT as well as in the modalities of English language learning.

The Mott Hall School will use the information about AMAO target as a tool to measure the ELLs progress on the NYSESLAT and to also measure growth and proficiency. In addition, the percent scoring proficient should not be lower than 14.3% in the year 2013-2014 and 15% in 2014-2015.

4. For each program, answer the following:

- a. 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?

A. There are no ELL students who need native language arts. All of the students are in need of ESL Instruction.

4B. School leadership and teachers are using the results of ELL periodic assessments to determine what is necessary for ELLs to achieve maximum success academically across the content areas as well as on the NYSESLAT. Through periodic assessments, teachers can determine what steps to take to ensure growth and proficiency on the NYSESLAT for the ELL. Through looking at the four modalities and how the students fare, the teacher will focus her lessons on individual students to ensure academic success in each modality. In addition, school leadership will determine, in conjunction with the teacher, what books would benefit the students' growth, what plans should be made for the following academic year to maintain a good ESL program. Also, School leadership will determine, when considering budget allocations for the following academic year, whether to add additional ESL teachers and whether to focus on a push-in model rather than a pull-out. Should a pull-out model be continued, the leadership will look at whether the pull-out should be done by grade level. All of the above is predicated on future school budget.

4C. The school learns quite a bit from the periodic assessments of ELLs. Through periodic assessment, the teacher can determine each student's strength and weaknesses in listening, reading, writing and speaking. Through analysis, Ms. McMahan can determine how to plan lessons to benefit each student. The native language is only used if the student needs to look at a native language /English dictionary. Native language books are incorporated into the classroom library.:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The purpose of RTI in a middle school is to provide students with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Because of our small ELL population, the ESL teacher is able to tailor instruction to the needs of individual students based on their needs as seen in classroom assessments, MOSL baseline results, and State Assessments. In addition, the ESL teacher participates in both departmental and grade meetings where students with particular needs are discussed. This tiered system allows for the development of additional supports for ELL

students, when appropriate.

6. How do you make sure that a child's second language development is considered in instructional decisions?
6. The school makes sure that a child's second language development is considered in instructional decisions through the use of an ESL teacher who works collaboratively with all teachers in the content areas to ensure growth and proficiency academically, as well as in the second language. Materials from across curriculum are used in the ESL lessons. All four modalities are used in each lesson. The ESL teacher coordinates with the content area teachers and educates them on ESL strategies for the content area classroom. Students with IEPS and 504s will get special accommodations to succeed on exams, homework, etc. so that they can focus, not only on their academics but on their second language development, as well. In addition, many of the ELLs will have Speech which will aid the students in correct pronunciation, etc.
7. 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?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We evaluate the success of our program by meeting AYP for ELLs, through periodic assessments, through performance on the NYSESLAT (watching students' growth from one level to another and then to proficient). We also monitor the student's success and growth in the content area.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. These are administered by the Assistant Principal. 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). This test will be known as the New York State Identification Test for English Language Learners (NYSITELL) starting in the spring of 2014. Test in order to find out the level of the child's English abilities. This is administered by the ESL teacher. 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. 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.
The Administrative Team 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. We have Freestanding ESL classes at Mott Hall. The ESL teacher and parent coordinator make parents aware of the Transitional Bilingual and Dual language programs at other schools within the district should they want their child to have dual language or transitional bilingual. The Mott Hall School is a small school with a low incidence of ELL populations. Trends are difficult to ascertain with such a low ELL population.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

Distribution of entitlement letters, Parent Survey, and Program Selection will be provided 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. These services are performed by the Parent Coordinator, who is also responsible for securing and storing the appropriate records.

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.
1A certified ESL teacher is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary)
of our students with six 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 on-on-one meetings, phone conversations and workshops. Our parent coordinator works closely with parents to deliver information in a timely manner.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher works in collaboration with administration to ensure that all ELL students receive the NYSESLAT annual. A timetable for administering the exam is developed annually by the ESL teacher. Administration reviews the plan and cross checks ATS reports to ensure that it meets the needs of all ELLs.
6. 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.) 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
Parents are aware when applying to Mott Hall that only Freestanding ESL is offered. This information is shared online, in the Middle School catalogue and during Open Houses conducted by the school. If a parent requested an alternative ELL program, the procedures followed by the school are described in #2. We have a strong success record of students passing NYSESLAT after completing our ELL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

Because there are 12 ESL students, of all different levels (1 Beginning, 2 Intermediate and 9 Advanced), a "PULL-OUT" program is used. Mrs. McMahan, the ESL teacher is in charge of the program; she differentiates instruction for these 12 students as applicable. Mrs. McMahan recognizes each student's individual needs as well as integrates content area instruction into her program. (Content area teachers update Ms. McMahan with their concerns and with content material for their ESL students).

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)?

The program model is a heterogeneous, ungraded model. It is based on 45 minutes of instruction block of times. Each child receives the prescribed instruction time.

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 foster language development and meet the demands of the Common Core Learning Standards.

The language of instruction is in English for all of the content areas. Various instructional approaches: oral, visual, tactile, kinesthetic, interpersonal and intrapersonal as well as listening, reading, speaking and writing are used in each ESL class.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

There are no students who need native language arts. All of the students are in need of ESL instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are given former NYSESLAT exams to assess students learning in all four areas (listening, reading, writing, speaking). They are given writing assignments in all content areas and work with the ESL teacher to perfect their skills. They are given grammar, vocabulary and syntax lessons in ESL class. In conjunction with the ELA and the Math, Science, and Social Studies departments, students are required to read at least 10 additional books. These books strengthen their comprehension, reading, vocabulary and writing skills. ESL teacher gives listening activities as part of the everyday block of time and students are required to speak in English in every class.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE students will receive intensive English language development instruction teaching social and academic language. They will receive intensive literacy development and Sheltered content instruction. The schedules for teachers will become double period/block scheduling to facilitate the SIFE's learning.

A curriculum will be created for SIFE students based on state academic standards, concentrating on essential knowledge and skills only. Teachers will collaborate to modify curriculum. Students will have modified scheduling and condensed remedial courses that can catch students up to their grade levels in math, science and social studies. We will utilize a thematically organized curriculum with fewer topics, more time. Team teaching will be utilized.

Students will receive explicitly studying skills and extended day opportunities. After school tutorials and programs will be offered. Individual tutoring: inviting volunteers to be tutors for SIFE students: college students, high school students, teachers, community volunteers.

B. Students here less than three years will be given vocabulary words to facilitate learning in the content area. They will also read, write, listen and speak everyday that they are in ESL class. Teacher will scaffold instruction to facilitate ELLs as well as administer older NYSESLAT Exams to prepare them for the upcoming NYSESLAT in May. In addition, strategies: games, venn diagrams, t-charts,

etc., technology, tapping into prior knowledge and experiences will be used to help the ELL gather and process information. Mrs. McMahon will work closely with content area and, particularly, ELA teachers to ensure that students' needs are addressed and preparation for the test is maximized through repetition of ELA materials. (listening, speaking, reading and writing.) These measures will guarantee a higher rate of success for the early ELL students.

C. In accordance with their scores in NYSESLAT, Students with four (4) or six (6) years of service will be placed in the appropriate ESL level of instruction where they will receive help in content area as well as English grammar, speaking, reading and writing and listening.

D. Long term ELL's would receive instruction based on their NYSESLAT scores (RLWS). Mrs. McMahon will work with content area teachers to help students achieve competency in common core standards and to test out of the ESL program.

E. Our plan for former ELLS who have tested proficient in the past 1 to 2 years will include extended time (time and a half) on state tests and school tests. The use of a bilingual dictionary, another place to take the test and a third reading of the listening section of the ELA will be given to accommodate former ELLs if they want to have this accommodation.

7. 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?

ESL strategies used coincide with Howard Gardiner's theory of multiple intelligences: visual, auditory, kinesthetic, interpersonal and intrapersonal learning. ESL teacher will use the six different types of scaffolding: Modeling, bridging, contextualization, text re-presentation, schema building and metacognitive development. ESL teacher will incorporate technology into the classroom as well as games, graphic organizers and word walls. The ESL teacher will work with all content area teachers to facilitate the ELLs learning in the content area. In addition, the teachers are incorporating the school wide goal of argumentative and persuasive writing with rubrics for students to develop their writing skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Because the current ELL population is only 4% (12 students- 2 general education (ICT) and 10 special education), Mrs. McMahon is able to coordinate with the students' content area teachers as well as the two special education self-contained teachers (Mr. Pappas and Ms. Jackson) to aid in developing the student's writing skills as well as their content area knowledge. Ms. McMahon determined the period of instruction for pull-out services that would cause the least instructional interruption. She also collaborates with content area and special education teachers in assessing ELL student understanding of the skills and concepts taught in the curriculum. In addition, students are given after-school intervention via the 37 1/2 minutes, counseling and speech.

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:				

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

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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	45 minutes per day	45 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

9. 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.
- The targeted intervention services for ELLs in ELA, math and other content areas for all ELLs subgroups (special education, general education, beginning, intermediate and advanced) are administered in after-school intervention named "EDGE"- a 50 minute program held three days a week designed to enhance student's abilities in ELA and Math. Students are given counseling and speech. All services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is meeting the needs of our ELLs in both content and language development, however, a more optimum setting would be one that incorporates the push-in model and grade level ELL classes.
11. What new programs or improvements will be considered for the upcoming school year?
- Next year we will consider a push-in model and ESL classes taught by grade level. Implementation will depend on what personnel will be providing the services and the size of our ELL population.
12. What programs/services for ELLs will be discontinued and why?
- We don't plan on discontinuing any ELL services that we currently offer
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Because the ELL population is so small, our ELLs 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 program. We particularly emphasize small group instruction of our ELL population. Enrichment activities such as NDI, Chess, Journalism and Computers are all open to our ELL students
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Classroom libraries are provided for students to select books that are appropriate to their level of reading. Technology (laptop computers with ESL programs /vocabulary and grammar games, Smart Board instruction) are given to students. All instruction in Mott Hall incorporates technology into each class. Only students who are ELL and need ESL are Spanish speaking, bilingual books and dictionaries are available to the Spanish speaking ESL students. In addition, French is taught to all students at Mott Hall. This enables the Spanish speaking ESL student to make connections between their native language and French. Students make connections between the two romance languages and are able to connect some words to the English language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There is a minimal amount of native language support. Some of the school staff (secretaries, parent coordinator and teachers) speak Spanish. These people can offer assistance to the ESL student, outside of the classroom, if necessary. Academically, students have access to Spanish bilingual dictionaries and some native reading materials. Seventh and eighth grade students are all offered French.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Counseling and Speech are given at age and grade appropriateness. Counseling is offered to all middle school ELL students to facilitate the ELL student's adjustments to middle school. Counseling is offered to help students and their families prepare for entry into high school and address any emotional or social needs that the students may have.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There is a curriculum orientation meeting for the parents as well as for the students. Students are supported via regular counseling sessions
18. What language electives are offered to ELLs?
- French is a requirement for all seventh and eighth graders
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.
 - Professional development days are offered in house which reinforce teaching to the Common Core Standards.
 2. All ELL students take part in a College Readiness course that teaches organizational and study skills that students will need in High School and College. From the beginning of sixth grade, teachers tailor assistance for high school transition to these students as their skills develop.
 3. ELL training takes place at monthly faculty meetings and departmental meetings for all staff.
 4. The PD plan outlined in #1 meets the minimum time requirements. ELL training takes place during weekly grade meetings throughout the year. Best practices for ELL instruction are also shared periodically during monthly faculty meetings. Finally, opportunities for PD outside the building are shared with the ELL teacher and Special Education teacher. When appropriate, these are turn-keyed to the appropriate staff during the aforementioned grade meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 line 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Mott Hall School

School DBN: 06m223

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Marva Gumbs-Picou	Principal		1/15/14
Jakub Lau	Assistant Principal		1/15/14
Evelyn Camacho-Moran	Parent Coordinator		1/15/14
Kathleen McMahon	ESL Teacher		1/15/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Renee Benjamin	Guidance Counselor		1/15/14
Margaret Struk	Network Leader		1/15/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **551**

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.

In order for the school to provide the parents with adequate communication and assess our written and oral translation needs, the school generates a report from ATS (RAPL). This report indicates what language the parents prefer to receive information from the school.

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 school's primary need is written and oral translation from English to Spanish. The school's population in terms of language needs has not changed throughout the school's existence, however, parents are informed at Open-Houses and at the beginning of the year that translation of all meetings and written documents is provided in Spanish and that they may request translation in other languages as well.

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 are provided in-house by bi-lingual school staff. All documents are simulatanously sent home in English and Spanish. When translation is not possible by school-based staff, the school has funds set aside for outside vendor support.

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.

Oral interpretation services in the school is provided by school-based bilingual staff . The school has a simulatneous translation machine (Talk Technologies Inc.) for use by both school staff or any other individual providing translation services to a group. Additionally, the DOE Translation Unit is used for over the phone translation. Funds have been put aside in the event of the need for an outside contractor.

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>.

The school ensures that all parents receive translation services as outlined in Chancellor's Regulation A-663. All school-based communications are sent home in English and Spanish. Translation services are provided by our partent coordinator or other bilingual staff for all parent meetings (both individual and group). If a school-based staff member is not available for written or oral translation, or if translation is needed in a language than cannot be serviced by school staff, funds have been set aside in the school budget for an outside vendor to provide translation.