



**MARK TWAIN INTERMEDIATE SCHOOL 239 FOR THE GIFTED
AND TALENTED**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 21K239
ADDRESS: 2401 NEPTUNE AVENUE
TELEPHONE: 718-266-0814
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 239 **SCHOOL NAME:** Mark Twain Intermediate School for the Gifted and Talented

SCHOOL ADDRESS: 2401 Neptune Avenue, Brooklyn, NY 11224

SCHOOL TELEPHONE: 718-266-0814 **FAX:** 718-266-1693

SCHOOL CONTACT PERSON: Patricia Andersen **EMAIL ADDRESS:** Panders5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Rodriguez

PRINCIPAL: Carol Moore

UFT CHAPTER LEADER: Michael Carlo

PARENTS' ASSOCIATION PRESIDENT: Bonnie DiGiovanni/Carmela Clemente/Jyoti Jikaria

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Carol Moore	*Principal or Designee	
Michael Carlo	*UFT Chapter Chairperson or Designee	
Bonnie DiGiovanni	*PA/PTA President or Designated Co-President	
Carmela Clemente	*PA/PTA President or Designated Co-President	
Jyoti Jikaria	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Judy Kreisberg	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Christopher Rodriguez	SLT Chairperson/Teacher	
Ronald Seif	Assistant Principal	
Alison Shapiro	SLT Secretary/Teacher	
Rosalia Cucinotta	Teacher	
Christine Sciascia	Teacher	
Lawrence Brandman	Parent	
Shirley Chin	Parent	
Emma Colageo	Parent	
Maria Sobota	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mark Twain Intermediate School 239 for the Gifted and Talented is located in the Coney Island section of Brooklyn, New York. This grade six to eight magnet school serves a culturally diverse population that comes from District 21 and other districts in Brooklyn, Queens, and Staten Island. Students gain admission into this school through competitive examinations.

Unique to Mark Twain is the cluster organization that provides optimum educational benefits in a middle school setting. Mark Twain Intermediate School for the Gifted and Talented is organized into nine clusters or mini schools, three on each grade with four core curriculum classes in each cluster. A team of four teachers is assigned to each cluster. Each team is scheduled for conference periods that emphasize interdisciplinary planning in the four core curricular areas. Parent conferences for at risk students and other students where the four cluster teachers, guidance counselor, and grade supervisor are all in attendance can be arranged in a timely manner. Students meet with the cluster throughout the year to review their educational and social progress. Every youngster studies the four interdisciplinary core subjects of English Language Arts, mathematics, science, and social studies, while pursuing a fifth major in a talent area. Consequently, an individualized program is created to best suit the needs of each student. In the area of foreign language, the students may choose to study Spanish, French, or Italian. The talent allows each child to be involved in an in-depth study in one of eleven different areas. These talent areas are art, athletics, creative writing, dance, math/computer, science, strings, visual media (photography and video), vocal music, and winds. Accelerated classes in math and science are also available for eligible eighth grade students.

Among our noteworthy achievements is our extraordinary success record regarding acceptances to specialized high schools, both in the sciences and the arts. Last year, out of a graduating class of 391, 71 graduates were accepted to Stuyvesant and 108 to Brooklyn Technical High School. 77 offers were made by LaGuardia High School for the Arts to the 69 Mark Twain students who were accepted there. We attribute this success to our student body's determination, our challenging curriculum, a dedicated staff and administration, and an internal specialized high school test preparation system.

We have also been designated one of the city's few Exemplary Schools for the Arts. Not only have our Music Talent students performed at prestigious venues such as Brooklyn Borough Hall and Lincoln Center, but they also receive some of the highest possible ratings in the New York State School Music Association Major Organization Festival each year. Most recently, our Winds talent won the silver award while Vocal talent captured the gold. Our Visual Arts students have had their work featured on television, art exhibitions, Carnegie Hall, and the Metropolitan Museum of Art. Moreover, they have received numerous accolades in a wide

variety of contests such as the Scholastic Art competition, the Snug Harbor Museum art show, and the PS Art competition. Collaboration among these talents make possible the production of our award-winning senior yearbook *Reflections*, our Talent Show, our dance, drama, and musical performances, and our elaborate web site at is239.schoolwires.com.

We encourage our students to test their academic and creative prowess, and evidence of that success includes victories in a wide range of competitions. Our math team was triumphant on a number of levels at the New York State Mathematics League annual competition. Both our seventh grade team and our eighth grade team won first place in the state while our sixth grade team won first place in the region. In addition, our Math Team went all the way to the MathCounts New York State finals in Albany, where they placed in the top twenty against the best middle school teams in the state. Our Robotics team continues to win trophies in the regional Future City and RoboCup Junior competitions. Our senior yearbook has earned several consecutive first place finishes in the American Scholastic Press Association's national competition. Furthermore, Creative Writing students have won multiple essay competitions including Gold Keys in the Scholastic Writing Awards and the Edgar Allan Poe Animation Contest. As you can see, Mark Twain students are always finding new ways to distinguish themselves with their talents and make us proud.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Mark Twain I.S. 239 for the Gifted & Talented								
District:	21	DBN:	21K239	School BEDS Code:	332100010239				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.4	96.2	TBD		
Kindergarten	0	0	0						
				Student Stability - % of Enrollment:					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		99.7	99.5	TBD		
Grade 3	0	0	0						
Grade 4	0	0	0	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 6	401	445	459		34.1	29.2	TBD		
Grade 7	447	393	427						
Grade 8	402	450	392	Students in Temporary Housing - Total Number:					
Grade 9	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 10	0	0	0		0	6	TBD		
Grade 11	0	0	0						
Grade 12	0	0	0	Recent Immigrants - Total Number:					
Ungraded	2	3	2	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	1252	1291	1280		0	7	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	33	37	31	Principal Suspensions	27	35	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	3	TBD		
Number all others	10	17	14						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	80	79	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	0	5	15						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	6	18	Number of Administrators and Other Professionals	11	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	TBD	% fully licensed & permanently assigned to this school	98.8	97.5	TBD
				% more than 2 years teaching in this school	77.5	82.3	TBD
				% more than 5 years teaching anywhere	63.8	65.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	90.0	92.0	TBD
American Indian or Alaska Native	0.2	0.2	0.2		79.5	79.2	TBD
Black or African American	8.1	8.4	8.5				
Hispanic or Latino	6.0	5.6	5.6				
Asian or Native Hawaiian/Other Pacific Isl.	28.2	30.7	32.3				
White			0.1				
Male	48.1	45.7	46.5				
Female	51.9	54.3	53.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	N	N	N	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	83.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	5.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Performance Trends

Upon reviewing the various data available to us, we discovered some interesting student performance trends. Our school was rated "In Good Standing" for our NCLB/SED accountability status and received an "A" for the third year in a row on our Progress Report. As a result, a Quality Review was not conducted. We noted excellent performance metrics in all state standardized assessments but a slight dip in student progress last year. Student attendance is consistently high. However, we have become aware over the past few years of a tendency for standardized test scores to decrease among new sixth graders due to the transition from fifth to sixth grade. This is a phenomenon common to many middle schools, and a trend which we are actively trying to address.

Accomplishments

We are pleased to report consistent high performance on all standardized assessments, particularly in English Language Arts and Mathematics. During the past year, notable improvement was evident for our Special Education students in the area of English Language Arts. Our needs assessment also revealed significant improvement in student progress among our lowest third students in both English Language Arts and mathematics as well as for our English Language Learners in English Language Arts. A large percentage of our eighth grade students take the Integrated Algebra and Earth Science Regents Examinations as well as the Second Language Proficiency Exam. Additionally, this year our eighth grade Science Talent students also took the Living Environment Regents. In both Integrated Algebra and Earth Science, the passing rate was 100 percent with an average grade of 90 percent in Integrated Algebra and 92 percent in Earth Science. On the Living Environment Regents, the passing rate was 100 percent with an average grade of 96 percent. The Second Language Proficiency Exam results were equally impressive with a passing rate of 100 percent and average grades of 89 percent in Spanish, 89 percent in French and 93 percent in Italian. Also noteworthy is our extraordinary success record regarding acceptances to specialized high schools. Last year 71 graduates were accepted to Stuyvesant High School and 108 to

Brooklyn Technical High School. Moreover, 77 offers were made by LaGuardia High School for the Arts to the 69 Mark Twain students who were accepted there.

Aids to Continuous Improvement

We are fortunate to have many factors supporting our school's improvement. First of all, we have a tremendous staff who consistently go the extra mile in the best interest of our students. Staff members often arrive early and stay late to meet with parents, work with students, meet with colleagues to plan curriculum, attend professional development, and volunteer to assist with a variety of special programs and events. Our Parents' Association is another vital force aiding school improvement. The PA is active in the life of the school, providing us with much needed support through a variety of fundraisers and volunteer activities. Currently, we are in the process of establishing an Alumni Association, through a joint effort among administrators, teachers, and our Parents' Association, as a means of generating alumni support. In addition, we have been awarded several grants from Councilman Domenick M. Recchia, Jr. as well as outside organizations such as Capezio to further support our improvement efforts.

Barriers to Continuous Improvement

Despite these advantages, there are several barriers to our school's continuous improvement. Although our performance metrics are strong, the progress metrics have been a challenge for us to improve. Achieving a level four, particularly on the English Language Arts Exam, is quite an accomplishment for many of our students. However, it has become increasingly difficult for students to maintain that high level of success. Another barrier to continuous improvement is that some teachers are somewhat apprehensive regarding technology and adopting new teaching strategies. Therefore, we are continuously trying to improve professional development for teachers. In particular, we must concentrate our efforts in supporting teachers in their understanding and use of data to improve planning and instruction and to promote more differentiated instruction so that all students can fulfill their potential. Perhaps the most significant barrier to continuous improvement has been our steadily decreasing funding during these harsh economic times. These budget cuts have caused reductions in our after school programs, guidance and SAPIS services, and our technology and talent programs as well.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: To improve reading comprehension in the area of critical analysis and evaluation among our lowest third students across all grades.

Measurable Objective:

Lowest third students will correctly answer at least 60% of questions requiring them to analyze the author's purpose on our final skills assessment in June 2011.

Goal 2: To improve mathematics skills in the area of number sense and operations among our lowest third students across all grades by utilizing critical thinking skills and problem solving activities.

Measurable Objective:

Lowest third students will correctly answer at least 60% of questions involving fractions on our final skills assessment in June 2011.

Goal 3: Teachers will engage in professional development opportunities centered around planning differentiated instructional strategies in order to meet the needs of both low and high performing students.

Measurable Objective:

At least 65% of teachers (approximately 49 out of 75) will demonstrate some form of differentiated instruction techniques during formal and informal observations by June 2011.

Goal 4: To enhance the involvement of parents/guardians in the educational process in order to improve student achievement.

Measurable Objective:

Weekly Google Analytics statistics associated with our is239.schoolwires.com web site will rise to an average 20,000 unique visitors per week by June 2011.

Goal 5: To integrate technology in all content areas in order to enrich the curriculum and heighten student learning.

Measurable Objective:

At least 50% (approximately 37 out of 75) of our teachers will have attended 3 hours of on-site technology training by June.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve reading comprehension in the area of critical analysis and evaluation among our lowest third students across all grades.</p> <p>Lowest third students will correctly answer at least 60% of questions requiring them to analyze the author’s purpose on our final skills assessment in June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>To maximize growth in reading through:</u></p> <ul style="list-style-type: none"> • All students in grades 6 and 7 will attend a reading program twice per week • All 8th grade students will attend reading classes once per week • ELA department is updating and refining curriculum maps on each grade level • Interim assessment testing and analysis of data to improve planning and instruction • Utilizing data to differentiate instruction to address students’ needs • Scheduling of common professional development periods for grade level ELA planning and data analysis • Implementation of silent individualized reading period with corresponding reading response logs • Professional development that share best practices will be provided for teachers during faculty and department conferences as well as during common planning periods. • All teachers will implement reading and writing in their content area classes • Specialized high school preparation classes in Language Arts • Implementation of lunchtime tutoring periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p>	<ul style="list-style-type: none"> • All students in grades 6 and 7 will attend foreign language classes two periods per week and reading classes two periods per week. • All eighth grade students will attend reading classes once per week in lieu of enrichment class. • Teachers’ programs have been arranged to facilitate common professional

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To maximize growth in mathematics through:</p> <ul style="list-style-type: none"> • Use of cooperative learning and higher level critical thinking skills in all areas of mathematics instruction • Problem solving as an integral part of all math lessons • Interim assessment testing and analysis of data to improve planning and instruction • Utilizing data to differentiate instruction to address students' needs • Scheduling of common professional development periods for grade level math planning and data analysis • Professional development that share best practices will be provided for teachers during faculty and department conferences as well as during common planning periods. • Math/computer talent classes with specially designed curriculum • Accelerated math (grade 7) classes • Integrated Algebra (grade 8) classes • The spiraling of all math homework • Specialized high school preparation classes in math • Implementation of lunchtime tutoring periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teachers' programs have been arranged to facilitate common professional development periods for grade level mathematics planning and data analysis. • Student programs have been arranged to allow advanced students to attend accelerated math classes in grade seven and Integrated Algebra classes in grade eight. • Title I ARRA SWP funds, TL Fair Student Funding, TL FSF General Hold Harmless, and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Quarterly analysis of data from Acuity interim and predictive assessments • Annual analysis of data from NYS Mathematics exams • Ongoing analysis of classroom data including teacher assessments, projects, and classwork • Quarterly evaluation of assigned tasks from Renzulli Learning and Study Island • Ongoing conferencing between parents, students, and teachers • By January, students should be able to correctly answer at least 30% of questions involving percents on classroom assignments. • By March, students should be able to correctly answer at least 40% of questions involving percents on classroom assignments.

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will engage in professional development opportunities centered around planning differentiated instructional strategies in order to meet the needs of both low and high performing students.</p> <p>At least 65% of teachers (approximately 49 out of 75) will demonstrate some form of differentiated instruction techniques during formal and informal observations by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • To establish an open door policy where staff can discuss individual needs • To foster mentor-teacher relationships for new and/or struggling teachers • To provide workshops for new and experienced teachers on the topics of using Acuity, analysis of test data and using data to plan instruction, and differentiating instruction • To schedule staff members with flexibility to allow time before, during, and after the school day for small group and individualized professional development such as during cluster conferences and grade level meetings • To provide support for teachers through our buddy system • To provide opportunities for intervisitation to enable teachers to share strategies for differentiated instruction and other best practices to promote effective learning in all subject areas • Monthly faculty and departmental conferences to ensure teachers focus on school goals, especially in reading, writing, and math • New teachers, struggling teachers, and new teachers to a grade will be given intensive support from grade colleagues, assistant principals, and mentors. They will provide for workshops, model lessons, and conferences to discuss curriculum and classroom management. They will be provided with pacing calendars, district guides and grade conferences. • Plans for teachers with potential for a U rating will include intensive support from grade colleagues and assistant principals. Efforts for support will be coordinated with peer intervention through district, school or union levels. • To provide workshops for our Special Education teachers in all curriculum areas

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teacher programs for select staff members have been scheduled with flexibility to allow time before, during, and after the school day for small group and individualized professional development such as during cluster conferences and grade level meetings. • Teachers will be encouraged to attend outside professional development opportunities hosted by the NYCDOE, our network, and other organizations. They will then turnkey this training during appropriate faculty and department conferences as well as during common planning periods. • Title I ARRA SWP funds, TL Fair Student Funding, TL FSF General Hold Harmless, and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Annual formal observations of all staff • Ongoing informal observations of all staff • Implementation of Quality Review recommendations on an ongoing basis • Monthly review of attendance at the workshops and professional development sessions • Data books maintained by all teachers • Intervisitation schedule and reflections monitored quarterly • By January, formal and informal observations will reveal at least 40% of teachers demonstrating the use of differentiated instruction techniques in their classrooms. • By March, formal and informal observations will reveal at least 50% of teachers demonstrating the use of differentiated instruction techniques in their classrooms. • During formal/informal observations and intervisitations, teachers and administrators will witness students making strides towards reaching their academic goals as they take part in differentiated instruction activities. • Progress in student learning will be discernible in students' various work products (such as projects, journals, presentations, and other classroom activities) reviewed on an ongoing basis throughout the year.

Subject/Area (where relevant):**Parent Involvement**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To enhance the involvement of parents/guardians in the educational process in order to improve student achievement.</p> <p>Weekly Google Analytics statistics associated with our is239.schoolwires.com web site will rise to an average 20,000 unique visitors per week by June.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To encourage more parents to participate effectively as full partners in their children's education by utilizing cluster conference periods, parent workshops, School Leadership Team meetings, Parents' Association meetings, and other school committees • To open more efficient lines of communication between school and parents/guardians in order to provide them with the information necessary to support their children's education • To increase communication in the home-school connection by utilizing the I.S. 239 website • To support our Parent Coordinator in his efforts to promote increased parent involvement in school affairs • To utilize the Parent Coordinator to boost parent participation in the annual Learning Environment Survey • To utilize parent volunteers to assist with school affairs, increase communication via Parents' Association meetings, newsletters, and website, and promote greater parent participation • To establish an open door policy for parents to voice their concerns • To provide a Parent Room (Room 235) where parents can address home-school concerns and interests
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • The one percent set aside portion of the Title I ARRA SWP funds supports the strategies described in the action plan.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Increased parent participation in all meetings, conferences, and workshops which will be reviewed every other month
- Greater number of parents utilizing school website for information and communication
- Increased parent response to the annual Learning Environment Survey
- By January, Weekly Google Analytics statistics associated with our is239.schoolwires.com web site will rise to an average 15,000 unique visitors per week.
- Evidence of our efforts to increase parent involvement in order to bolster student achievement includes the regularly updated information we provide about activities in the subject areas as well as homework and upcoming assignments, curriculum outlines, and other related information communicated via our school website, written notices sent home with the students, cluster conferences and orientations, and Parent Association meetings. Easy accessibility to this information enables parents to better support their children's academic progress from home.
- Parents are invited to attend cluster conferences in which administrators, cluster teachers, parents, and students meet to discuss individual academic and social progress. During these meetings, minutes are kept detailing strategies to be used both at school and at home to best support student success. Follow up meetings will reveal student progress and provide opportunities to revisit recommendations and revise those support strategies as needed.

Subject/Area (where relevant): Technology

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To integrate technology in all content areas in order to enrich the curriculum and heighten student learning.

 At least 50% (approximately 37 out of 75) of our teachers will have attended 3 hours of on-site technology training by June 2011.

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Flexible scheduling of key personnel to enable maintenance of our network and substantial number of laptop and desktop computers including 3 student labs, video studio, photography studio, robotics lab, as well as wireless carts of laptops in locations such as Art rooms, Creative Writing rooms, the library, printing room, and several classrooms.
- To provide unlimited use of Teacher Technology Resource Center for individual work and individual/small group training
- To provide wired and wireless internet access in all instructional locations as well as a

	<ul style="list-style-type: none"> wireless laptop for every teacher who wants one • To provide Smart Boards or LCD projectors in most classrooms • To provide color and black & white laser printers, scanners, a few Tablet PC's, digital cameras, camcorders, webcams, and document cameras for instructional use • To utilize Schoolwires website, Study Island, Atomic Learning, Discovery Education Streaming, Net Trekker, Assist, Synergy, Acuity, and Renzulli Learning programs for instructional use • To provide professional development with key personnel to enable teachers to use this technology effectively
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teacher programs for select staff members have been scheduled with flexibility to allow time before, during, and after the school day for small group and individualized professional development such as during cluster conferences and grade level meetings. • Title I ARRA SWP funds, TL Fair Student Funding, TL FSF General Hold Harmless, TL FSF Legacy Teacher Supplement, and TL Computer Maintenance funds all support the strategies and activities in the action plan.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Annual formal observations of content area classes using technology • Ongoing informal observations of content area classes using technology • Monthly monitoring of use of school website • Ongoing informal observations of computer enrichment classes • Various activities in talent classes including Math/Computer, Creative Writing, Media, Art, and Science as evidenced by informal and formal observations • Monthly monitoring of use of Teacher Technology Resource Center • Monthly review of attendance at professional development training sessions • By January, at least 50% of teachers will have attended at least 1 hours of on-site technology training. • By March, at least 50% of teachers will have attended at least 2 hours of on-site technology training. • Use of technology helps to enrich the curriculum and better enable teachers to provide instruction and increase student engagement, leading to heightened student learning as evidenced by teacher and student reflections. • Students' use of the available technology to produce multimedia presentations, projects, online instructional activities and the like demonstrates student learning not only in the various subject areas but in the field of technology as well.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	60	50	30	30	15	10	10	10
7	60	50	50	50	14	10	10	10
8	50	60	60	50	14	10	10	10
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Reading skills classes for all sixth and seventh grade students two periods per week and for all eighth grade students once per week. Small group ELA classes 4 hours per week after school on Tuesdays and Thursdays. One-to-one and/or small group tutoring by both teachers and peer tutors during the students' lunch periods. ELA classes during the lunch periods for students who wish to prepare for the Specialized Science High School Admissions Test one period per week. Twenty week ELA Enrichment classes that meet once per week.
Mathematics:	Small group math classes for students who scored level 2 or low level 3 on the NYS Mathematics assessments one period per week. One-to-one and/or small group tutoring by both teachers and peer tutors during the students' lunch periods. Math classes during the lunch periods for students who wish to prepare for the Specialized Science High School Admissions Test one period per week. Small group math classes 4 hours per week after school on Tuesdays and Thursdays. Small group Integrated Algebra classes for students who wish to practice for the Regents exam 4 hours per week after school on Tuesdays and Thursdays.
Science:	Tutoring by teachers and students during the students' lunch periods. Small group Earth Science and small group Living Environment classes for students who wish to practice for the Regents exam 4 hours per week after school on Tuesdays and Thursdays.
Social Studies:	Tutoring by teachers and students during the students' lunch periods.
At-risk Services Provided by the Guidance Counselor:	Individual counseling provided during the school day for 30-45 minute sessions 1-5 times per week. Available to meet with parents and teachers during cluster conferences. Provides small group and/or individual counseling services as the need arises such as during emergency situations, bereavement, family circumstances, academic stress/anxiety, suspensions, home instruction, and referrals from parents and teachers with appropriate follow up sessions.
At-risk Services Provided by the School Psychologist:	Small group talk sessions and individual counseling, SBST evaluation services.

At-risk Services Provided by the Social Worker:	Small group talk sessions and individual SBST evaluation services.
At-risk Health-related Services:	Full time nurse and PHA. All at-risk health problems identified and proper measures taken.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

The LAP has been submitted under separate cover as directed by the iPlan instructions.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6 - 8 **Number of Students to be Served:** 1 general ed. 19 special ed. LEP _____ Non-LEP

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Small group instruction in English is delivered by means of a pull-out ESL program. The ESL teachers work in close collaboration with the ELA, math, and content area teachers and provide push-in support whenever possible. Beginning and Intermediate level students receive ESL instruction eight periods per week for a total of 360 minutes while Advanced level students receive ESL instruction four periods per week for a total of 180 minutes.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ESL teachers will continue to attend professional development workshops and turn-key that training at faculty and department conferences. Tentative workshops include ELL staff development to be sponsored by our Empowerment Network with dates to be announced. In addition, professional development on related ELL topics will be scheduled on Election Day and the Chancellor’s Conference Day.

Section III. Title III Budget

School: _____ IS 239 _____

BEDS Code: _____ 332100010239 _____

Allocation Amount: 0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

A review of lunch forms indicated that forms were requested in two languages other than English. The Parent Coordinator and office staff also keep a record of requests for translated documents or oral interpretation services.

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 findings indicate that forms in English were requested in the following numbers: Chinese, 1, Spanish, 1. The Parent Coordinator and office staff have reported no requests for translation services to date. These findings were reported to the school community at faculty conferences, School Leadership Team meetings and Parents' Association meetings.

Part B: Strategies and Activities

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

Written translation services will be provided for the following purposes: notification of student academic progress, availability of academic intervention services, parent/teacher and cluster conferences, Parents' Association meetings, and high school information. Mark Twain staff and/or parent volunteers will provide written translation services.

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 will be provided at parent/teacher and cluster conferences, Parents' Association meetings, open houses, orientations, and high school information meetings. Mark Twain staff and/or parent volunteers will provide oral interpretation services.

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>.

Mark Twain will provide translated documents through existing resources or the Translation and Interpretation Unit. Mark Twain will provide interpretation services at group and one-to-one meetings when such services are necessary for parents to communicate with the school regarding critical information about their child's education.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		720,825.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		7208.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 79.2%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We encourage all of our teachers to fulfill all requirements for appropriate licensure and to pursue a Masters' Degree program that will enhance their subject area knowledge and their ability to satisfy their professional responsibilities. We provide information on P credits and educational programs available at nearby colleges as well as through online providers. A limited amount of funding is available to provide some tuition reimbursement for eligible teachers. We also provide a great deal of professional development for teachers in a variety of areas before, after, and during the school day. Professional development is provided by administrators and lead teachers on the topics of differentiated instruction, data analysis, effective use of technology, as well as subject specific topics. Moreover, new teachers, struggling teachers, and new teachers to a grade are given intensive support from grade colleagues, assistant principals, and mentors. They provide for workshops, model lessons, and conferences to discuss curriculum and classroom management. We arrange intervisitation schedules for the teachers as well so that they can observe and discuss best practices with their colleagues.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Involvement Policy

Parents are the first educators of their children and indispensable partners with the school in their efforts to provide the necessary support and guidance so that all students may reach their academic and personal goals. Mark Twain I.S. 239 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement in our Parents' Association, the Title I Sub-committee of the Parents' Association, the School Leadership Team, Parent-Teacher Conferences, Cluster Conferences and Orientations, and various activities scheduled throughout the year. Parents and the school must work closely together to help students achieve their goals and reach their fullest potential. To that end, we have outlined the roles of parents, students, and the school in our School-Parent Compact in order to highlight the ways in which we all share responsibility for high student performance.

It is imperative that parents be consulted in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of our Title I Schoolwide Program. Therefore, parents are urged to attend monthly meetings of the Parents' Association and School Leadership Team as well as to join the Title I Sub-committee so that they can participate in these most important tasks. Parents can also keep themselves informed by reading notices sent home with the students, checking our school website (is239.schoolwires.com) for periodic updates, reading the Parents' Association newsletters, and submitting any surveys that may be distributed during the school year. Parents are encouraged to share their ideas with the Parents' Association to develop additional parent involvement activities. A Parents' Association room has been established in the school building to

facilitate such meetings, workshops, and other activities. As you can see, parental input is integral throughout each step of the decision making process.

At Mark Twain, we are fortunate to have the ability to arrange a flexible schedule for meeting with parents – before, during, and after the school day – so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children. Administrators maintain an open door policy and are available by appointment to meet with parents before, during, and after the school day. Teachers are also available by appointment for Cluster Conferences at a variety of times for the convenience of the parents. Parents may also express their ideas and concerns regarding Title I funding in writing to the attention of the Principal who will review these matters and respond in a timely fashion.

Information concerning instructional programs, curriculum, performance standards, and assessment instruments as well as their children's individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school, and other special programs will be disseminated in a timely fashion through a variety of ways. Parents' Association meetings and workshops are held regularly to keep parents informed. Such matters are also discussed at monthly School Leadership Team meetings, open to all parents and faculty who wish to attend. Cluster Orientations are scheduled early in the school year in order to introduce the parents to their children's teachers and familiarize them with the expectations for the school year. Parents are welcome to make an appointment for a Cluster Conference to discuss individual issues in greater depth as often as necessary throughout the school year. Parent Teacher Conferences are scheduled twice each year – once in the fall and once in the spring semesters. We host both an afternoon and an evening session in our efforts to accommodate all parents. Information on the above topics is also shared through written correspondence, phone calls, email, and our school website. Parents may also view their child's assessment and progress data by accessing their children's accounts in the ARIS Parent Link and in the Acuity system.

To increase communication with non-English speaking/limited English proficient parents, we send home translation alerts with all important notices in the major languages represented in the school community, most notably Russian and Chinese. Full translations are available upon request from our Parent Coordinator. At all school functions and conferences, staff members are present to serve as translators for anyone in need of such services.

The content and effectiveness of this School Parental Involvement Policy will be evaluated annually in order to improve the academic quality of the school, including identifying barriers to greater participation by parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. In May of each year, representatives of the Parents' Association and School Leadership Team will review this document and revise any points they deem necessary in consultation with the Principal.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

Mark Twain IS 239, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

Mark Twain IS 239 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Course and curriculum content and requirements in each subject area will be designed to enable students to achieve the high standards as set by New York State.
- Instruction will be provided by qualified teaching professionals.
- Teachers will engage in professional development on a routine basis.
- Data will be reviewed and analyzed as an ongoing process in order to better inform instruction and other educational decisions.
- Weekly tutoring in all subject areas will be available to all students.
- Academic Intervention Services will be made available for students in need during and/or after the school day.
- Academic rigor will be evident in class assignments, homework, projects, and other educational activities.
- Involve parents in the joint development of any schoolwide program plan in an organized, ongoing, and timely way.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
 - Twice annually, once in the fall semester and once in the spring semester.
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Report cards will be issued four times during the school year.
 - The school will maintain frequent contact with parents via conferences, written notices, telephone calls, e-mail, and through our school's website (is239.schoolwires.com).
 - Provide to each parent an individual student report about the performance of their child on the State assessments in at least math and English Language Arts.
 - Parents can also view their child's assessment and progress data by accessing their child's account in the ARIS Parent Link and in the Acuity system.
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Unique to Mark Twain is the cluster organization, which provides for cluster conference periods several times per week.
 - Cluster orientations for parents take place at the beginning of each school year.
 - Individual parent conferences for at risk and other students can be arranged in a timely fashion where the four cluster teachers, guidance counselor, and grade supervisor are all in attendance.
 - Staff will be accessible via telephone, written correspondence, and e-mail.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
 - Parents are encouraged to join our active Parents' Association and School Leadership Team.
 - Parents are welcome to visit their child's classes during Open School Week, which is scheduled once in the fall semester and once in the spring semester. Other visits may be arranged in consultation with the Principal.
 - There are a multitude of opportunities for parents to volunteer at school such as during orientations for new students, Talent Testing and Open Houses for prospective students, student performances, class trips, and other special events held at the school.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and punctuality.
- Ensuring that my child reports to school prepared for the day's activities.
- Checking the Homework Planner and making sure that homework is completed.
- Becoming familiar with school rules and procedures and reviewing them with my child to ensure compliance.
- Reading the Department of Education's internet policy and the internet safety guidelines provided by the school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Monitoring the amount of television my children watch.
- Volunteering at school events, to the extent possible.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Attending, to the extent possible, all parent meetings and conferences.
- Serving, to the extent possible, on policy advisory groups, such as the Parents' Association Title I Sub-committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Report to school and to all classes on time each day.
- Come to school prepared with all materials necessary for learning.
- Adhere to all school rules and safety regulations.
- Record all assignments in the Homework Planner each day.
- Do my homework each day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.



Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

All segments of the school community engage in ongoing needs assessment activities throughout the year. This is how we evaluate the effectiveness of programs, policies, teaching strategies, and all of our efforts to help each student reach his/her potential. Data analysis is conducted on many levels - the individual student, the classroom, the cluster, the grade, the department, schoolwide, and various populations within the school. Administrators, teachers, parents, the Parents' Association, and the School Leadership Team review, analyze, discuss findings and implications, and share ideas and suggestions in open dialogue with one another via cluster, department, faculty, and parent-teacher conferences as well as Parents' Association and School Leadership Team meetings, newsletters, memos, and our website. We utilize all available data in our needs assessment activities such as:

- Progress Report
- School Report Card
- Quality Review
- Teacher, Parent, and Student Surveys
- ARIS
- Periodic Assessments
- Inquiry Team Action Research
- Mid-Year Summary for CEP Goals
- Classroom Assessments
- Teacher Observations – formal and informal
- Intervisitations
- Student and Teacher Self-Evaluations

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

For some time, English Language Arts has been the area of greatest need in our school. To address student progress in this area, we instituted a Reading Skills program that increased literacy instruction for all students. Encouraged by the program's success, we have decided to continue this program once again for this academic year. Sixth and seventh grade students will receive instruction in the Reading Skills program twice per week, while eighth grade students will receive instruction in the Reading Skills program once per week due to scheduling constraints. Collaboration between the ELA teachers and the Reading Skills teachers will take place on a monthly basis for planning purposes, data analysis, and discussion of student goals. A hallmark of this program is that it is highly responsive to students' needs. Differentiated instruction plays an important role in the program, allowing each student to reach his/her potential. For at-risk students or historically underserved populations, particular attention will be paid to their specific needs as they strive to meet the standards. For advanced and proficient students, enrichment and acceleration will be provided in the curriculum to maximize student progress. As you can see, this program addresses the needs of all students in the school while paying particular attention to the most reluctant learners.

3. Instruction by highly qualified staff.

A great majority of our instructional staff have already met the requirements to be considered highly qualified, nearly 80 percent of our core curriculum teachers. We encourage all of our teachers to fulfill all requirements for appropriate licensure and to pursue a Masters' Degree program that will enhance their subject area knowledge and their ability to satisfy their professional responsibilities. A limited amount of funding is available through Title I, upon consultation with the principal, for the purpose of tuition reimbursement for eligible classes used to help teachers become highly qualified. We also provide a great deal of professional development for teachers in a variety of areas before, after, and during the school day. Moreover, new teachers, struggling teachers, and new teachers to a grade are given intensive support from grade colleagues, assistant principals, and mentors. They provide for workshops, model lessons, and conferences to discuss curriculum and classroom management. We arrange intervisitation schedules for the teachers as well so that they can observe and discuss best practices with their colleagues.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teacher programs for select staff members have been scheduled with flexibility to allow time before, during, and after the school day for small group and individualized professional development such as during cluster conferences and grade level meetings. Topics covered in our professional development offerings include data analysis, utilizing data to inform instruction, differentiated instruction techniques, use of technology in the classroom, Renzulli Learning, and ARIS training to name a few. As mentioned above, new teachers, struggling teachers, and new teachers to a grade are given intensive support from grade colleagues, assistant principals, and mentors. They provide for workshops, model lessons, and conferences to discuss curriculum and classroom management. We arrange intervisitation schedules for the teachers as well so that they can observe and discuss best practices with their colleagues. Teachers are encouraged to attend a variety of workshops offered outside of the school building and subsequently turn-key that training at department and faculty conferences as well. In addition, guest speakers from the school and community are often invited to make presentations at parent workshops and meetings designed by the Parent Coordinator and the Parents' Association in order to assist parents in their efforts to support their children's learning.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Mark Twain is not a high-need school.

6. Strategies to increase parental involvement through means such as family literacy services.

We are fortunate at Mark Twain to have such an active Parents' Association. In fact, we have a designated room in the school where the parents can meet for workshops and to plan, organize, and work on projects. We encourage parents to participate effectively as full partners in their children's education by utilizing cluster conference periods, parent workshops, School Leadership Team meetings, Parents' Association meetings, and other school committees. In order to increase communication in the home-school connection, we utilize the I.S. 239 website as well as more traditional methods. On our website there is an entire section devoted to parents, maintained by members of the Parents' Association in conjunction with our Technology Coordinator, to provide information and to encourage participation in school events. Many parents often serve as enthusiastic volunteers at school events such as performances, trips, and fundraisers and are often seen assisting in different capacities during the school day. Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians, and representatives from outside organizations make presentations about various issues and available programs of interest to the parents. We also work closely with our Parent Coordinator in his efforts to reach out to parents, provide support, and conduct presentations and workshops for parents on topics of importance in the middle school years.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Collaboration is a way of life at Mark Twain. The configuration of the school day was specifically designed to foster opportunities for all members of the school community to collaborate with one another. The cluster organization provides for conferences during the school day three times per week. At these cluster conferences, the four core curriculum teachers plan interdisciplinary units, analyze data, attend professional development, and meet with students and parents to discuss academic and social progress. Other staff members, such as administrators, guidance counselors, and talent, foreign language, and enrichment teachers, often attend these conferences to collaborate for various purposes as well. These conference periods are also utilized for teachers on the same grade level and subject area to meet for planning and data analysis purposes. Department and faculty conferences take place on a monthly basis for collaboration on a larger scale. In this way, teachers are able to voice ideas, suggestions, questions, and concerns about assessments, student achievement, and the overall instructional program. Certainly, teachers play a vital role in the decision making process.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In addition to the extra Reading Skills program, students experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards also attend an extra remedial class once per week with their subject area teacher in ELA and/or mathematics. Tutoring is also available for these students once per week during the students' lunch periods in all subject areas. Instruction in these tutorial sessions is provided in small groups, on a one-to-one basis, or with peer tutors. Small group ELA and math classes are also scheduled after school twice per week to support student progress. Furthermore, support services are provided as necessary such as sessions with our Guidance Counselor, School Psychologist, and Social Worker.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Fortunately, we enjoy affiliations with a number of local organizations and programs. For instance, a few of our classes partner with PS 329, a local elementary school, to write and share original children's stories. The New York State Aquarium sponsors an interdisciplinary program linking our Art, Visual Media, Science, and Special Education students involving a variety of abilities in science, literacy, and the arts. Our art teachers join educators from all over the city for conferences discussing best practices through associations with several museums such as the Museum of Modern Art, Cooper Hewitt Museum, and the Brooklyn Museum. Mark Twain students participate in the Penny Harvest each year. Student peer leaders research, debate, and ultimately select worthy local community organizations that will benefit from the proceeds. Our violence prevention program, a tennis and sports science after-school program, is affiliated with the New York Junior Tennis League. Not only does this program include tennis instruction, it also teaches about related science, fitness, and health topics utilizing literacy activities. In all of these cases, our Schoolwide Program fosters the acquisition and expansion of literacy skills while coordinating with a variety of local organizations and programs.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			720,825	✓	13-20, 23-24, 44-49
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			6,343	✓	23-24
Tax Levy	Local	✓			5,465,254	✓	13-17, 19-20, 23-24, 44-49

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Mark Twain I.S. 239 for the Gifted & Talented					
District:	21	DBN:	21K239	School		332100010239

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.4	96.2	96.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	445	459	469				
Grade 7	393	427	441				
Grade 8	450	392	418				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	3	2	2				
Total	1291	1280	1330				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.7	99.5	99.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	34.1	43.4	43.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	6	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	31	35	Principal Suspensions	27	35	29
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	3	3
Number all others	17	14	17				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	80	79	78
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	13	9
# receiving ESL services only	5	15	TBD	Number of Educational Paraprofessionals	5	4	2
# ELLs with IEPs	6	18	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	4	% fully licensed & permanently assigned to this school	98.8	97.5	95.9
				% more than 2 years teaching in this school	77.5	82.3	85.9
				% more than 5 years teaching anywhere	63.8	65.8	78.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	92.0	94.9
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	79.5	79.2	81.4
Black or African American	8.4	8.5	9.8				
Hispanic or Latino	5.6	5.6	6.1				
Asian or Native Hawaiian/Other Pacific	30.7	32.3	33.1				
White	55.1	53.2	50.8				
Male	45.7	46.5	45.3				
Female	54.3	53.5	54.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	71.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 405	District 21	School Number 239	School Name Mark Twain I.S. 239
Principal Carol Moore		Assistant Principal Ronald Seif	
Coach Patricia Vento/ELA teacher		Coach	
Teacher/Subject Area Helen Nier-Russo/special ed.		Guidance Counselor Susan Lipschik	
Teacher/Subject Area Maryann McGowan/special ed.		Parent Joanne Carbonaro	
Teacher/Subject Area June Gevertzman/ELA teacher		Parent Coordinator Henry Kinsey	
Related Service Provider		Other	
Network Leader Karen Ditolla		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	1330	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	1.50%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool\]](#)

kit.)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. To identify students entering our school who may be ELLs, we first review the NYSESLAT Combined Modality Report (RNMR) which provides us with data for students already attending public school. For students who are new to the public school system, we administer the Home Language Identification Survey. If the survey indicates that the student's home or native language is other than English, the assistant principal, Ronald Seif, and a staff member conducts an informal interview in English and the native language. The specific staff member conducting the native language survey may vary depending on the language in question. The most common languages for students new to our school are as follows: Spanish- Veronica Velazquez; Russian- Michael Shalshin; Chinese- Ruby Ma. These staff members are all native speakers of the aforementioned languages. Additional staff members are available for translation services and to conduct the survey in other languages as the need arises. This interview is conducted within the first ten days of the school year. If the interview reveals it is necessary, the student is then required to take the Language Assessment Battery-Revised. This exam is administered by the assistant principal, Ronald Seif, and one of our ESL teachers, June Gevertzman. Any student who scores at the beginning, intermediate, or advanced level is then placed in our freestanding ESL program. The NYSESLAT is administered in the spring of each year to evaluate our ELL students. All four sections of the exam (speaking, listening, reading, and writing) are administered to the students in accordance with all testing guidelines, timelines, and regulations under the supervision of the test coordinator and the assistant principal. Once the results become available, the data is reviewed and analyzed by the LAP team members in order to make appropriate instructional decisions.

Once the students are identified, usually early in September, the Language Allocation Policy Team meets to review the existing data from the NYSESLAT to evaluate each student's abilities, to look for areas of strength and weakness, and to identify any possible trends that may be indicated by the data. Each team member is given a copy of the RNMR report to review. Together, the team interprets the data and shares their insights adding any anecdotal information they may have about continuing students. This serves as an excellent springboard for the teachers to begin setting goals and planning instruction. The teachers continue to meet monthly to discuss student progress, share strategies for differentiation, and plan instruction. Likewise, the team meets with the students' cluster teachers to collaborate on instructional practices.

2. Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. In September, Assistant Principal Ronald Seif contacts parents by phone to discuss the ESL program services being offered to eligible students. Staff members are available to provide translation services if necessary. In addition, either the principal or the assistant principal and the cluster coordinator speak to parents directly when they come to school for a cluster conference and/or the annual cluster orientation held in September or October. If these attempts are unsuccessful, letters are mailed to the student's home with translation information. Every effort is made to ensure parental contact occurs no later than the beginning of October.

3. Correspondingly, the assistant principal ensures that entitlement letters are distributed to students. Letters are also mailed to each student's home. Copies of entitlement letters are placed in the student's cumulative folder and kept in the assistant principal's office as well. Program selection forms and parent surveys are not utilized since we offer only one type of program. Again, our very low ELL population limits our ability to offer the wide variety of programs found in schools with larger ELL populations.

4. Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. All identified ELL students are placed in our freestanding ESL program. Again, in September, Assistant Principal Ronald Seif contacts parents by phone to discuss the ESL program services being offered to eligible students. Staff members are available to provide translation services if necessary. In addition, either the principal or the assistant principal and the cluster coordinator speak to parents directly when they come to school for a cluster conference and/or the annual cluster orientation held in September or October. If these attempts are unsuccessful, letters are mailed to the student's home with translation information. Every effort is made to ensure parental contact occurs no later than the beginning of October.

5. Because our school has consistently served such a small ELL population, we have only been able to offer one program to families, a freestanding ESL program. Parents have not requested any other programs.

6. Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. We have not received any requests for any other program choices.

Part III: ELL Demographics

A. ELL Programs

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

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	19
SIFE	2	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	2	2	8	0	8	8	0	7	20
Total	4	2	2	8	0	8	8	0	7	20

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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							1	3	6					10
Chinese							0	2	0					2
Russian							0	0	4					4
Bengali							0	0	0					0
Urdu							0	0	2					2
Arabic							0	1	0					1
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	2	6	12	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1A. Small group instruction in English is delivered by means of a pull-out freestanding ESL program. The ESL teachers work in close collaboration with the ELA, math, and content area teachers and provide push-in support whenever possible. The ESL class addresses the four strands of language development – listening, speaking, reading, and writing. Moreover, the ESL teachers provide the students with assistance in all subject areas. Appropriate ESL strategies, dictionaries, and the buddy-system are employed in this program. Because the students speak a variety of different languages and there is such a small ELL population, the native language is not utilized. All instruction is provided in English. Due to our extremely small ELL population, we do not receive enough funding to support our ESL program. Although we do not currently have a certified ESL teacher on staff, the principal has been consulting with our Network Leader regarding our options for filling this need and will seek qualified individuals to interview for such a position.

1B. Students are grouped heterogeneously (mixed proficiency levels on the same grade).

2. Beginning and Intermediate level students receive ESL instruction eight periods per week for a total of 360 minutes while Advanced level students receive ESL instruction four periods per week for a total of 180 minutes. Since our freestanding ESL program is a pull-out model, the students attend the ESL classes as often as necessary to fulfill the required number of mandated instructional minutes.

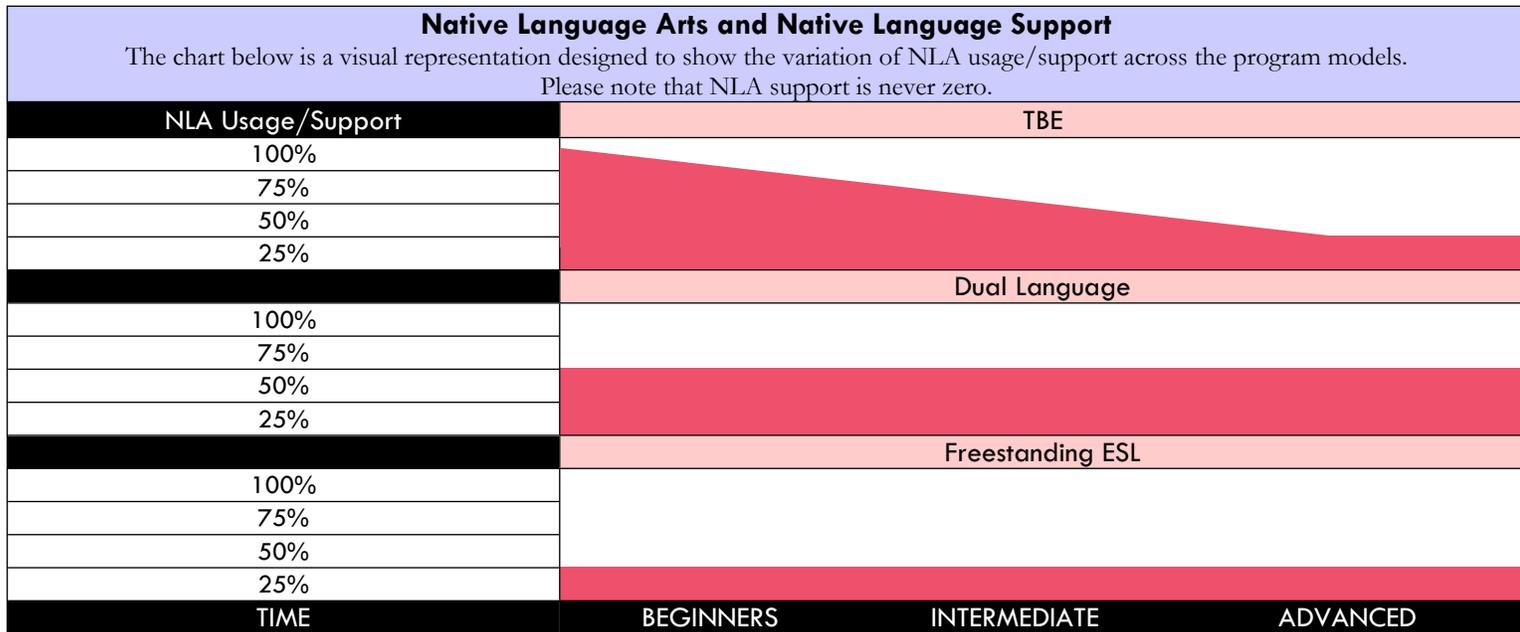
3. All ELL students receive five periods of ELA instruction per week. Additionally, content area teachers provide instruction in math, science, and social studies. Whenever the schedule allows, ELL students also participate in enrichment classes such as literacy skills, technology and music. The ESL class addresses the four strands of language development – listening, speaking, reading, and writing. These skills are fostered in the content area classes as well. Moreover, the ESL teachers provide the students with assistance in all subject areas. Appropriate ESL strategies, dictionaries, and the buddy-system are employed in this program. Activities are designed to help the students make connections through scaffolding and a variety of other strategies such as read-write-draw. Supplementary materials that are high interest and on a variety of reading levels are utilized in the content areas. Teachers plan many hands-on learning experiences such as science lab activities and project based discovery activities in the content areas also. In addition, the teachers infuse a great deal of vocabulary work as well. All of these strategies contribute to student progress both in language development and the content area subjects. Because the students speak a variety of different languages and there is such a small ELL population, the native language is not utilized. All instruction is provided in English.

4. One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Some students receive instruction with as few as 1-2 students. At most, a class services approximately 8-10 students at a time. As such, instruction is highly differentiated on an individual basis. Rather than building a program to serve the needs of SIFE students or based upon the years of ESL service received, our program is based on each student’s individual strengths and weaknesses. We take into account individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly.

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

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. A variety of targeted intervention programs are provided for ELLs before, during, and after the school day. Small group literacy skill classes meet once per week. Small group math classes also meet once per week. An extra period of ELA instruction with the ELA teacher each week is included in the program. Tutoring is offered on a weekly basis with each of the individual content area teachers and further supported by peer tutoring. An extra period of math instruction with the math teacher each week is included in the program as well. All ELL students are encouraged to attend after-school literacy and math skills programs twice per week. Other intervention services are provided by the School Based Support Team and Guidance Counselor as warranted. Also, related services are provided as indicated by the students' IEPs, if applicable. All services are provided in English.

6. For ELLs who have achieved proficiency on the NYSESLAT, we maintain a strong support system to ensure their continued success. First of all, testing accommodations are provided for two years for all former ELLs, allowing extended time on all assessments. Former ELL students also attend small group tutoring in all subjects which is provided during the students' lunch period. The cluster teachers monitor the students' progress closely along with the assistant principal of the grade each quarter. Moreover, students and their parents are invited to attend cluster conferences with the core teachers and administrators as needed.

7. Due to recent budget cuts, no new programs are slated to begin.

8. However, no programs or services for ELLs are being discontinued this year.

9. All ELL students are encouraged to participate in the extra-curricular activities offered at school. Not only are they invited to attend academic activities such as the math and literacy skills programs and field trips, they are also welcome to join clubs like the Robotics Team, athletic programs such as the Tennis Team and the CHAMPS program, and attend school events such as dances and school performances.

10. Despite recent budget cuts, we have been able to acquire a variety of instructional materials to support ELLs. Materials are assigned to students according to their individual needs and abilities, not based on their inclusion in a particular subgroup. Teachers make these decisions on a case by case basis. We have subscribed to Study Island, an online provider of instructional materials for various subjects that students may access at school or home. Teachers assign appropriate activities in the Study Island system based on the students' strengths and weaknesses. They are then able to monitor student progress and choose subsequent assignments to support growth and understanding. Likewise, this data helps to inform instructional decisions in the classroom. We also subscribe to edHelper.com, another online system that provides instructional materials on a wide variety of levels in different subject areas that can be used to meet the needs of all students. Picture dictionaries and dictionaries in various languages are also available. Other resources we utilize include two Scholastic magazines, Read XL and Action. These magazines are assigned based upon student reading and language ability. They include high interest materials on different levels. Similarly, we use a host of books and other reading material with lower level vocabulary and high interest topics that correspond to the students' ages and grade levels. In this way, we are able to meet the academic and language needs of the students while honoring their ages and interests so that instruction is both meaningful and appropriate.

11. All instruction is provided in English; the native language is not utilized.

12. One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Some students receive instruction with as few as 1-2 students. At most, a class services approximately 10-12 students at a time. As such, instruction is highly differentiated on an individual basis. Rather than building a program to serve the needs of SIFE students or based upon the years of ESL service received, our program is based on each student's individual strengths and weaknesses. We take into account individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly.

13. Prior to the beginning of the school year, newly enrolled ELL students are invited to an orientation in which the students meet the

administrators, the Parent Coordinator, some of their new teachers, and fellow students. They are taken on a tour of the school, attend a presentation about the school, and given an opportunity to ask questions. They also receive a welcome packet containing detailed information about the school.

14. As our school is a middle school, electives are not made available to students.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional development for all teachers of ELLs is provided at a variety of times during the school year. Topics such as data analysis and interpretation, differentiated instruction, and lesson planning are covered in department and faculty meetings, cluster conferences, as well as at the Election Day and the Chancellor's Conference Day professional development programs. In addition, the ESL teachers attend professional development offered by OELL and our Network and subsequently turn-key the training at conferences. This way, all staff members, including administrators, guidance counselors, psychologists, related service providers, parent coordinator, paraprofessionals, and all subject area and special education teachers, benefit from this important training. We are also currently working with our Network Leader and the other Network Schools to plan appropriate workshops and seminars to meet this requirement.

2. With such a small ELL population, we are fortunate to be able to provide intensive support as students transition from elementary school to middle school. Each cluster coordinator works closely with incoming sixth grade ELL students. In addition, a student buddy is assigned to new ELL students if such assistance is beneficial.

3. In addition, the ESL teachers attend professional development offered by OELL and our Network and subsequently turn-key the training at conferences. This way, all staff members, including administrators, guidance counselors, psychologists, related service providers, parent coordinator, paraprofessionals, and all subject area and special education teachers, benefit from this important training. We are also currently working with our Network Leader and the other Network Schools to plan appropriate workshops and seminars to meet this requirement.

E. Parental Involvement

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

All parents, including parents of ELLs, are invited to participate in our active Parents' Association and our School Leadership Team. Both groups hold meetings on a monthly basis. Members of the PA are in the school building on a regular basis for a variety of reasons. In fact, we have a designated room in the school where the parents can meet for workshops and to plan, organize, and work on projects. Our PA coordinates several fundraisers over the course of the year in order to support and enhance our educational endeavors. Members of the PA are always enthusiastic volunteers at school events such as performances and trips and are often seen assisting in different capacities during the school day. Similarly, they prepare a welcome packet for the parents of incoming students and make a presentation at the

aforementioned orientation before school begins. Not only do PA members manage the Parents' Association section of our school website, they also sponsor weekly sales during the students' lunch periods for treats, school spirit merchandise, and even school supplies. Moreover, they assist in planning special events for the children such as laser light shows and movie nights. Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians, and representatives from outside organizations make presentations about various issues and available programs of interest to the parents. Parents of ELLs are also able to attend a Parent Orientation at the beginning of each school year, two Parent-Teacher Conferences, and are able to arrange for a cluster conference to discuss individual issues in greater depth several times per week. In an effort to include all parents, notices about parental involvement activities are sent with translation information in a variety of languages, and staff members and parent volunteers are available to serve as translators at all school functions. To evaluate the needs of parents, we review the results of parent surveys (such as the Learning Environment survey), questionnaires, formal and informal interviews, as well as requests from the Parents' Association and individual parents. Our Parent Coordinator plays an important role in this process as he shares with the principal and the LAP team his valuable insights based on his conversations with parents, finding ways to meet the very special needs of the ELL population.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	1					3
Intermediate(I)							1	2	10					13
Advanced (A)							1	2	1					4
Total	0	0	0	0	0	0	2	6	12	0	0	0	0	20

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
8	7	4	0	0	11
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		1		1		0		2
7	3		3		0		0		6
8	5		5		1		0		11
NYSAA Bilingual Spe Ed	0		0		0		1		1

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		2		0		2
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	1		0		0		0		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

3. We also discerned patterns across NYSESLAT modalities. Listening/speaking skills tend to be much stronger than reading/writing. While listening/speaking skills will continue to be addressed in the classroom, greater emphasis and classroom time will be focused on reading/writing skills and activities. The vast majority of our ELLs are also special education students who exhibit a myriad of other learning disabilities that add further obstacles to improvement, especially with regard to literacy skills. As such, our special education and ELA teachers work together with the ESL teachers at department conferences and cluster conferences to share strategies and best practices to best meet the needs of the students.

4A. Upon reviewing the available data, the LAP team found the patterns across proficiency levels on the NYSESLAT and grades to be predominately consistent. By and large, the students have performed at the same proficiency level with small improvements from year to year, gradually progressing to the next level. The few fluctuations that do exist can be explained by the learning disabilities, emotional issues, and/or other special needs of individual students that are not necessarily language related. All tests are taken in English. The native language is not utilized in testing situations or in the classroom. Instruction is provided in English.

4B. The ELL Periodic Assessments are another tool utilized by administrators and teachers to monitor student progress. They provide practice in all modalities, especially reading and writing. In addition, the periodic assessments help teachers to identify student strengths and weaknesses, inform instructional decisions, and plan for differentiated instruction.

4C. Data from the Periodic Assessments confirm what we have learned from classroom performance, observation, and the NYSESLAT results. Reading/writing skills are the greatest needs of our ELL students and listening/speaking skills require polish and support as well though to a lesser degree for most of our students. The native language is not utilized in testing situations or in the classroom. Instruction is provided in English.

5. N/A

6. This Language Allocation Policy will be reviewed and evaluated annually to ensure we are meeting the needs of our ELL population. Success of our ESL program will be determined by analyzing assessment data, reviewing progress on student report cards, teacher recommendations, informal and formal teacher observations, professional development surveys, and discussions with parents, students, and faculty. It is vital to evaluate student progress not only academically, but socially and emotionally as well.

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.

Seven of our twenty ELL students have been x-coded.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		