



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MARK TWAIN INTERMEDIATE SCHOOL FOR THE GIFTED & TALENTED

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K 239

PRINCIPAL: KAREN DITOLLA EMAIL: KDITOLL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Ditolla	*Principal or Designee	
Jason Batus	*UFT Chapter Leader or Designee	
Shirley Chin	*PA/PTA President or Designated Co-President	
Judith Kreisberg	DC 37 Representative, if applicable	
Christopher Rodriguez	SLT Chairperson / Teacher	
Ronald Seif	Assistant Principal	
Alison Shapiro	SLT Secretary / Teacher	
Christine Sciascia	Treasurer / Teacher	
Amy Stromes	Teacher	
Joseph Yenna	Parent	
Randy Grossman	Parent	
Lawrence Brandman	Parent	
Debra Brandman	Parent	
Jyoti Jikara	Parent	
Angela Kholbrecher	Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, the lowest third students across all grades will be able to answer at least 60% of questions requiring them to analyze the author's purpose on the school's final skills assessment.

Comprehensive needs assessment

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

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 fourth year in a row on our Progress Report. We noted excellent performance metrics in all state standardized assessments. However, we have become aware after careful analysis and disaggregation of the ELA state assessment we noted specifically, that students in our lowest third struggle with reading comprehension and evaluation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - 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
 - Differentiated 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
 - On-line resource access to Study Island and Discovery

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Providing regularly updated information 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.
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- To maintain 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 opportunities for inter-visitation and instructional rounds 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 and writing
- 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.
- Implementation of a Common Core Team that will focus on ELA CCLS

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Participation in CFN 405 Common Core Institutes
- On-line access to preparation programs like Study Island and Discovery

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- 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 development periods for grade level ELA planning, professional development, and data analysis.
- ARRA RTTT, TL Fair Student Funding, and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the lowest third students across all grades will be able to answer at least 60% of questions involving fractions on our final skills assessment.

Comprehensive needs assessment

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

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 fourth year in a row on our Progress Report. We noted excellent performance metrics in all state standardized assessments. However, we have become aware after careful analysis and disaggregation of the Math state assessment we noted specifically, that students in our lowest third struggled in the areas of number sense and operations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- 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
- On-line resource access to Study Island and Discovery

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Providing regularly updated information 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.
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- To maintain 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 opportunities for inter-visitation and instructional rounds 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 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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Participation in CFN 405 Common Core Institutes

- On-line access to preparation programs like Study Island and Discovery

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- 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.
- ARRA RTTT, TL Fair Student Funding, and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012 ELA and Math teachers will create student centered performance tasks that are aligned to the Common Core Learning Standards

Comprehensive needs assessment

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

The recent implementation of the CCLS has prompted us to align our instructional program so that are students will be prepared to meet the expectations of a rigorous curriculum that enables them to be college and career ready.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS and instructional expectations
- Members of the CCT will work with their respective departments and grades to collectively decide on a performance task for their subject and grade level
- The Common Core Team (CCT) which is led by teacher leaders and includes the Principal, will meet weekly to refine the tasks that teachers create
- All students will engage in CCLS performance tasks in their ELA classes
- Teachers will review and reflect on student work and revise for the next phase

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences
- Provide information and links NYSED via the school website

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be encouraged to use ARIS Learn to review CCLS instructional bundles
- Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS and instructional expectations
- 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 opportunities for inter-visitation and instructional rounds to enable teachers to share strategies for differentiated instruction and other best practices

to promote effective learning in all subject areas

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Participation in CFN 405 Common Core Institutes

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Teachers' programs have been arranged to facilitate common professional development periods for grade level planning and data analysis.
- TL Fair Student Funding, ARRA RTTT and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, ELA and Math teachers will begin to re-align curriculum maps to reflect the CCLS

Comprehensive needs assessment

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

The recent implementation of the CCLS has prompted us to align our instructional program so that are students will be prepared to meet the expectations of a rigorous curriculum that enables them to be college and career ready.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- ELA and Math teachers will develop uniform pre-assessments according to content and grade level
- 100 % of ELA and Math teachers will use the data from the assessments to adjust curriculum maps and differentiate instruction
- By June, 100% of ELA and Math teachers will have two units aligned to the CCLS
- Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS
- Monthly departmental meetings that are facilitated by members of the CCT will focus on curriculum mapping
- Teachers will meet weekly during their common time to develop content and grade level specific pre-assessments
- Uniform pre-assessments will be administered across the grades
- Teachers will collaboratively evaluate the data from the pre-assessments and work to re-align curriculum maps

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences
- Provide information and links NYSED via the school website

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be encouraged to use ARIS Learn to review CCLS instructional bundles
- Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS and instructional expectations
- 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 opportunities for inter-visitation and instructional rounds to enable teachers to share strategies for differentiated instruction and other best practices to promote effective learning in all subject areas

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Participation in CFN 405 Common Core Institutes

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Teachers' programs have been arranged to facilitate common professional development periods for grade level planning and data analysis.
- TL Fair Student Funding, ARRA RTTT and TL FSF Legacy Teacher Supplement all support the strategies and activities in the action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	32	12	5	1	50	2	2	
7	32	17	7	5	50	2	0	
8	21	10	9		100	2	0	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Reading skills classes for all sixth and seventh grade students two periods per week and for eighth grade students once per week. One-to-one and/or small group tutoring by both teachers and peer tutors once per week. 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 once per week. Math classes during the lunch periods for students who wish to prepare for the Specialized Science High School Admissions Test one period per week.
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. 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.
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 scheduled 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 counseling, SBST evaluation services.
At-risk Health-related Services	Small group talk sessions and individual counseling, SBST evaluation services.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Mark Twain IS 239 is not a Title 1 school.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/William Bonner	District 21	Borough Brooklyn	School Number 239
School Name Mark Twain I.S. 239			

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

Principal Karen Ditolla	Assistant Principal Scott Hughes
Coach Patricia Vento / ELA Teacher	Coach
ESL Teacher	Guidance Counselor Susan Lipschik
Teacher/Subject Area Helen Nier-Russo/Special Ed.	Parent Joanne Carbonaro
Teacher/Subject Area Maryann McGowan/Special Ed.	Parent Coordinator Henry Kinsey
Related Service Provider	Other
Network Leader William Bonner	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1279	Total Number of ELLs	8	ELLs as share of total student population (%)	0.63%
------------------------------------	------	----------------------	---	---	-------

Part II: ELL Identification Process

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

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

1- To identify students entering our school who may be ELLs, we first review the NYSESLAT Combined Modality Report (RNMR) which provides us with the relevant 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 along with a staff member conducts an informal interview in English and the student's/family's native language. The specific staff member conducting the native language survey will vary depending on the family's native language. The most common languages for students new to our school are as follows: Spanish (in which case we utilize Ms. Veronica Velazquez) and Cantonese (Ruby Ma). Additional staff members are available for translation services and to conduct the survey in other languages should the need arise. 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. This exam is administered by the assistant principal, Ronald Seif, and one of our teachers (usually June Gevertzman). Any student who scores at the beginning, intermediate, or advanced level is then placed into our freestanding ESL program.

2- The student, along with their family, will meet with the school's counselor and an interpreter to discuss the options available to them within the NYC school system, what each program has to offer, the strengths of each, and which of these programs is offered by Mark Twain (Free Standing ESL). This meeting takes place during the first meeting with the parents as it is usually very clear to us as to whether or not the student will end up requiring ELL services. In addition, in the case where for whatever reason this meeting was unable to occur, the weekly Cluster Conference sessions are utilized to schedule the parent for a meeting regarding this issue.

3- All related forms are distributed, completed, and returned during the 1st meeting with the prospective ELL student's parents. In addition, and as stated above, the school's weekly-scheduled Cluster Conference meetings are utilized for this purpose as well. The Cluster Coordinators oversee the both the distribution and collection of all necessary forms.

4- With only 8 ELL students (2 sixth graders, 1 seventh grader, and 4 eighth graders), we currently do not have the number of students needed to offer ELL instruction in diversified formats (I.e: Transitional Bilingual, Dual Language). Nevertheless, students and parents are advised of such programs and where each format of instruction is available. Invariably (and I believe without exception, parents prefer to have their student participate in Twain's Freestanding ESL program).

5- Partially as a result of parental feedback, partially as a result of scheduling constraints given the number of ELL students at the school, the program choices have overwhelmingly (without exception to my knowledge) been made toward Twain's Freestanding ESL program.

6- There is indeed alignment between the program and the request(s) of the parents. As stated above, to my knowledge each parent has requested to schedule their student for the school's Freestanding ESL program. This is admittedly at least partially due to the fact that we're unable to offer programs in ELL instruction in multiple/varied formats.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	0	0	0	7	1	7	1	0	1	8
Total	0	0	0	7	1	7	1	0	1	8

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1- All 8 students are in a Self-Contained program (as they are all SWD students). Regarding the school's program model, with the exception of Talent classes and Skills classes for these students, all 8 students travel in a block format which has them attending the same classes as their peer ELL students (but, given the classes very small size, the students receive individualized instruction).

2- As all 8 students are in a Self-Contained program, each Self-Contained teacher works with their respective ELL students providing them with the necessary time requirements of ELL instruction (360 minutes of ELL instruction for beginners and intermediates, 180 minutes of ELL instruction and 180 minutes of English instruction for Advanced students). The time set aside for the English, Reading, and Period 0 Homeroom classes are dedicated for providing the adequate number of minutes for each student eligible for receiving ELL services.

3- Since all of the ELL students are in our Self-Contained sections, the content areas are delivered by the same teacher. This allows the teacher to best contextualize the content lessons so as to ensure that the student's ELL skill deficiencies are also addressed. These courses are conducted in English.

4- While the instruction is always provided in English, additional staff members that are fluent in the students' native language are utilized whenever needed. This support can vary greatly in scope, with teachers providing support during Cluster Conferences with parents as well as in the design and administration of assessments and/or assignments.

5- Generally speaking, we differentiate instruction for our ELL subgroups based on their current proficiency levels moreso than in the formal way of identifying how many years they have been an ELL student, etc. Having said that, the relationship is clear (our one SIFE student is not suprisingly the lowest performing ELL student with respect to proficiency and as such is scheduled for additional time via the Skills classes. The Skills class provided an opportunity for the SIFE student to receive specialized support (with only approximately 5 other students in the class). So as to best prepare the students for ELA testing, these students are scheduled for the ELA Periodic Assessments in addition to the ESL Periodic Assessments. ELL students also participate in enrichment classes such as literacy skills, technology and music. All ELL classes address 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. All instruction is provided in English; the native language is not utilized.

6- Even though all of our ELL students are SWD students as well, the grade-level teachers are still part of a Cluster and participate in all of the processes whereby student work and expectations are generated and clarified. In addition, one of the strengths of having such a small

A. Programming and Scheduling Information

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 with an ELL student services no more than 8 students at a time. As such, instruction is highly differentiated on an individual basis. We take into account the individual needs, academic abilities, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly.

7- Whenever applicable (usually in the Talent classes), ELL-SWD students are mainstreamed. In addition, given the relatively small amount of ELL SWD students at Mark Twain, we are able to provide these students with additional supports usually within the form of very small sized Skills classes (see above). Finally, at the end of each year, we review the performance of all ELL SWD students to identify any students that can be fully mainstreamed for the following year.

Courses Taught in Languages Other than English ⓘ

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

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

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

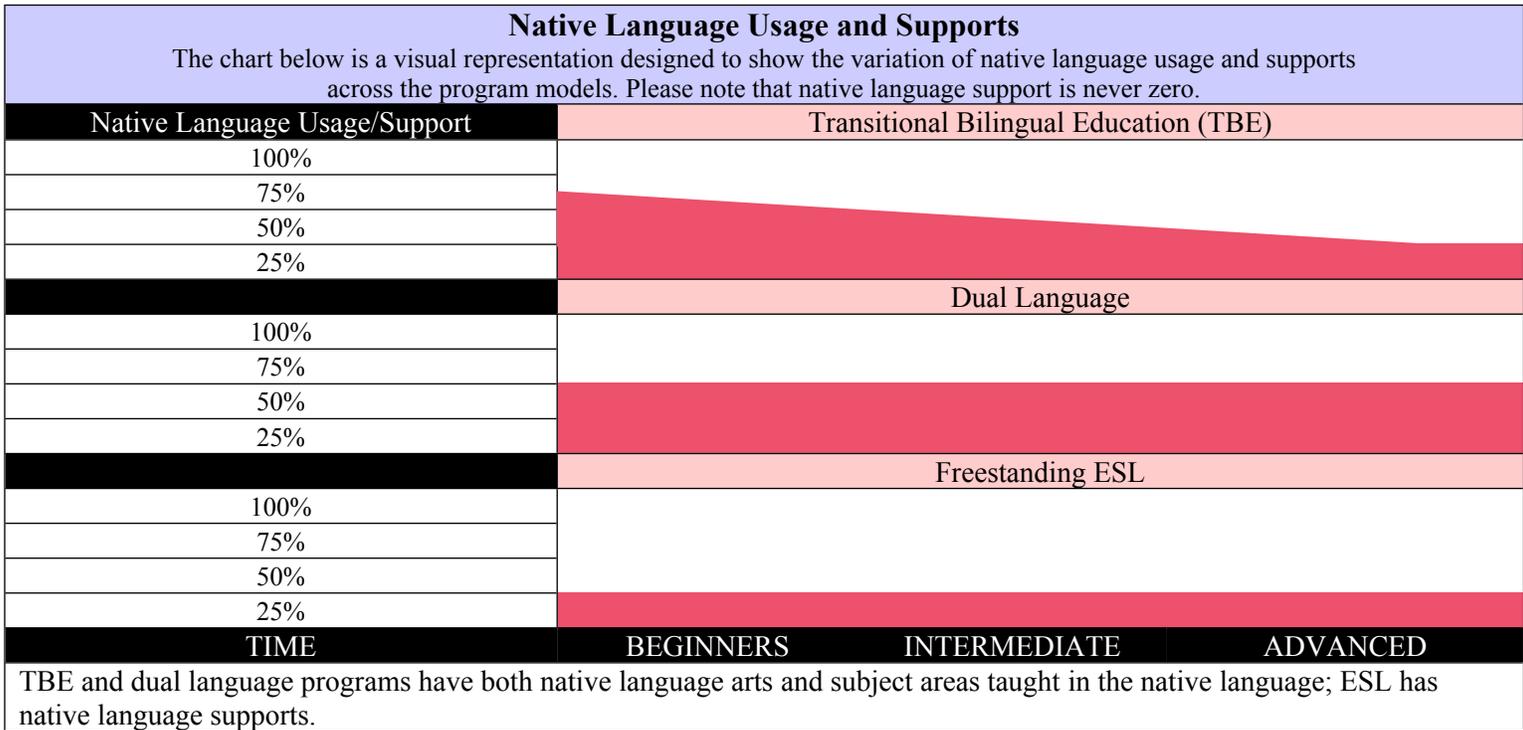
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
--	--------------------	--------------------	--------------------



B. Programming and Scheduling Information--Continued

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

8- While all 8 of our ELL students are also SWD students, a trend among these students and an area worthy of targeting has been the Intermediate students (students flagged as "I" on ATS). Four of our eight students are at this level and all four also speak Spanish as their native language. One problem with targeting this population, however, has been that they vary across grade levels (1 student is a 6th grader, another is a 7th grader, and the remaining two are 8th graders). All of these students have the opportunity to gain support by a teacher fluent in Spanish. In addition to this, 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 is further supported by peer tutoring. 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.

9- 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

B. Programming and Scheduling Information--Continued

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

8- While all 8 of our ELL students are also SWD students, a trend among these students and an area worthy of targeting has been the Intermediate students (students flagged as "I" on ATS). Four of our eight students are at this level and all four also speak Spanish as their native language. One problem with targeting this population, however, has been that they vary across grade levels (1 student is a 6th grader, another is a 7th grader, and the remaining two are 8th graders. All of these students have the opportunity to gain support by a teacher fluent in Spanish. In addition to this, 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 is further supported by peer tutoring. 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.

9- 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 level after each quarter. Moreover, students and their parents are invited to attend Cluster Conferences with the core teachers and administrators as needed.

10- Due largely to recent budget cuts, no new programs are slated to begin. Our goal this year has been to ensure that no programs or services for ELLs are being discontinued this year. We were able to keep this goal at the expense of running larger non-ELL classes.

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 as well as field trips, they are also welcome to join clubs like the Robotics Team, athletic programs such as the Tennis Team and the CHAMPS program. They also participate in all of the school events such as the dances and school performances.

11- No ELL support structures and/or programs are being eliminated/discontinued this year.

12- The nature of the school's program is that all students apply for a particular Talent (Art/Music/Drama/Creative Writing/Athletics/etc.). Students part of a particular Talent are not denied these courses due to their ELL/SWD status. and participate in the courses like any other student. As mentioned above, ELL students also freely participate in all of the programs and activities cited above.

13- 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

B. Programming and Scheduling Information--Continued

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

8- While all 8 of our ELL students are also SWD students, a trend among these students and an area worthy of targeting has been the Intermediate students (students flagged as "I" on ATS). Four of our eight students are at this level and all four also speak Spanish as their native language. One problem with targeting this population, however, has been that they vary across grade levels (1 student is a 6th grader, another is a 7th grader, and the remaining two are 8th graders. All of these students have the opportunity to gain support by a teacher fluent in Spanish. In addition to this, 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 is further supported by peer tutoring. 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.

9- 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 level after each quarter. Moreover, students and their parents are invited to attend Cluster Conferences with the core teachers and administrators as needed.

10- Due largely to recent budget cuts, no new programs are slated to begin. Our goal this year has been to ensure that no programs or services for ELLs are being discontinued this year. We were able to keep this goal at the expense of running larger non-ELL classes.

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 as well as field trips, they are also welcome to join clubs like the Robotics Team, athletic programs such as the Tennis Team and the CHAMPS program. They also participate in all of the school events such as the dances and school performances.

11- No ELL support structures and/or programs are being eliminated/discontinued this year.

12- The nature of the school's program is that all students apply for a particular Talent (Art/Music/Drama/Creative Writing/Athletics/etc.). Students part of a particular Talent are not denied these courses due to their ELL/SWD status. and participate in the courses like any other student. As mentioned above, ELL students also freely participate in all of the programs and activities cited above.

13- 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

E. Parental Involvement

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

1- 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 daily basis and in fact have a room designated for them on the second floor. 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.

2- Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians (most notably District 47 Council Member Domenic Recchia), 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 series of meetings throughout the year such as our annual Parent Orientation session at the beginning of each school year (with interpreters readily available for them) as well as our two official Parent-Teacher Conferences. In addition, they are also 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.

3- 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.

4- All issues presented to us by the PA (or Parents in general) are followed up on and addressed at the very next PA meeting. Parental involvement activities are organized by both the school as well as the Parents' Association as well. One such example pertained to the desire of parents of current students to provide opportunities for parents of future students to learn more about the unique programs offered at Mark Twain. Toward that end both an evening and afternoon Open House was created, allowing both prospective students and their parents to come to and walk around Mark Twain to see the programs for themselves. The Parents Association is constantly reflecting on what can further support parents and we continue to work collaboratively with them to achieve their goals.

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.

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 departmental 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. 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- The Administrative Cabinet regularly provides support and training aimed at helping the ELL teachers regularly monitor their students' progress through the administration of the Periodic Assessments (ELA/MATH/ and ELL) as well as reflecting on the prior year's NYSESLAT's results. Regarding transitional support, each student has a Cluster Coordinator that oversees their transition both into Mark Twain as well as their departure from Mark Twain.

3- As mentioned above, our training has focused on enabling the ELL teachers to identify trends within their ELL population as well as to monitor the progress of these students through the administration and review of assessments. One problem we've quiet honestly encountered, however, is that given the relatively small amount of ELL students within Mark Twain, it's difficult to draw any generic conclusions from such a small data set (given the natural volatility that exists whenever dealing with such a small population. Conversely, it is due to this small ELL population that we are able to provide intensive support for these students. The focal point for this year has been to further familiarize all teachers dealing with ELL students with the inquiry process, whereby they review their students' data so as to make informed instructional decisions moving forward.

E. Parental Involvement

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

1- 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 daily basis and in fact have a room designated for them on the second floor. 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.

2- Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians (most notably District 47 Council Member Domenic Recchia), 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 series of meetings throughout the year such as our annual Parent Orientation session at the beginning of each school year (with interpreters readily available for them) as well as our two official Parent-Teacher Conferences. In addition, they are also 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.

3- 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.

4. All issues presented to us by the PA (or Parents in general) are followed up on and addressed at the very next PA meeting. Parental

E. Parental Involvement

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

1- 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 daily basis and in fact have a room designated for them on the second floor. 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.

2- Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians (most notably District 47 Council Member Domenic Recchia), 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 series of meetings throughout the year such as our annual Parent Orientation session at the beginning of each school year (with interpreters readily available for them) as well as our two official Parent-Teacher Conferences. In addition, they are also 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.

3- 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.

4- All issues presented to us by the PA (or Parents in general) are followed up on and addressed at the very next PA meeting. Parental involvement activities are organized by both the school as well as the Parents' Association as well. One such example pertained to the desire of parents of current students to provide opportunities for parents of future students to learn more about the unique programs offered at Mark Twain. Toward that end both an evening and afternoon Open House was created, allowing both prospective students and their parents to come to and walk around Mark Twain to see the programs for themselves. The Parents Association is constantly reflecting on what can further support parents and we continue to work collaboratively with them to achieve their goals.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Mark Twain I.S. 239

School DBN: 21K239

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Ditolla	Principal		12/12/11
Scott Hughes	Assistant Principal		12/12/11
Henry Kinsey	Parent Coordinator		12/12/11
	ESL Teacher		12/12/11
Joanne Carbonaro	Parent		12/12/11
Helen Nier-Russo	Teacher/Subject Area		12/12/11
Eliud Rios	Teacher/Subject Area		12/12/11
Patricia Vento	Coach		12/12/11
	Coach		12/12/11
Susan Lipschik	Guidance Counselor		12/12/11
William Bonner	Network Leader		12/12/11
	Other		12/12/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K239** School Name: **Mark Twain I.S. 239**

Cluster: **94** Network: **405**

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.

Both the ATS RESI Report as well as the HSST/STARS Custom Report 3.07 are used to identify the students whose home language is a language different from English and what their home language is. By importing either of these two tables into MS Access, tallies for each language spoken at home can easily be generated.

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.

Of the 1277 students currently attending Mark Twain I.S. 239, 630 of the students (49.33%) are flagged in ATS as speaking a language other than English at home. Of these 630 students, 246 students (19.26%) speak Russian at home, 170 students (13.31%) speak Cantonese at home, 37 (2.8 %) speak Mandarin. This disaggregation can be found on the school website.

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.

Nearly all documentation that is to be distributed to students is translated into the languages above by several staff members at the school. Utilizing both the ATS RESI table along with the STARS Custom Report 3.07 in HSST/STARS, we can easily identify the students that are to receive the translated documentation and in which home language so as to ensure a smooth distribution of all translated documentation during their period 0 homeroom.

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

We have staff members that speak all of the languages represented in Part A and when needed the appropriate staff member (fluent in the students' and parents' native language) participate any meeting or session so as to both translate and facilitate the meetings. Parents are also provided with the direct contact information for these students so as to allow the parents to easily access support from the school.

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>.

VII. Notification Requirements

- a - Relevant parents (as specified in VII-A) will receive translated copies of the Bill of Parent Rights and Responsibilities
- b- Signs (in the covered languages) will be placed on the wall near the primary entrance indicating the availability of interpretation services.
- c- All administrative offices will be provided with a list of staff members able to translate in all covered languages to be posted on the wall.
- d- N/A at the current time
- e- N/A to the school as this is a citywide requirement to be displayed on the NYCDOE website