



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN 21K239

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	
Jyoti Jikara	*PA/PTA President or Designated Co-President	
Judy Kreisberg	DC 37 Representative, if applicable	
Angela Kholbrecher	Parent	
Shirley Chin	Parent	
Christopher Rodriguez	SLT Chairperson / Teacher	
Christine Sciascia	Member/ Teacher	
Jonathan Hamill	Member/ Teacher	
Alison Shapiro	Member/ Teacher	
Ronald Seif	Member/ Assistant Principal	
MariaRosa Alonge	Parent	
Ameika Grewal	Parent	
Adriane Haye	Parent	
Kimberly Callender	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, students in the lowest third across all grades, which totals 523 students, will make progress, as measured by the growth percentile on the NYS ELA assessment. Overall, growth percentile will increase by 2%, from 73% to 75%.

Comprehensive needs assessment

- Upon reviewing the various data found in our school Progress Report and State Report Card, we discovered some interesting and challenging student performance trends. Student performance increased on both the ELA and Math exams, and yet our progress metrics have gotten lower. Our school has been indicated as a “Reward School” according to NYSED data indicators. Even though our students achieve excellent performance metrics and fall in the top 5 % for growth, we received a B on our NYC Progress Report. Analysis of the data indicates that our students overwhelmingly meet proficiency levels, but may not be making discreet progress from year to year.

Instructional strategies/activities

The faculty at Mark Twain will implement the following strategies as a means to meet this goal. While the strategies are designed to be pervasive as a means to strengthen student outcomes across the entire school, they have been designed with the intent of specifically targeting our lowest 3rd students.

- All students in grades 6 and 7 will attend a targeted reading class twice per week. 8th grade students will attend once per-week. Specifically, students in the lowest third will be grouped and instruction will focus on developing their skill deficiencies as defined by diagnostic testing.
- Self-Contained special education students will receive double period instruction in ELA
- ICT students will have dedicated teacher support over and above required by IEP
- Use of technology, specifically iPad applications that target reading comprehension strategies
- Implementation of vocabulary development program across all grades called “Wordly Wise”
- ELA department is updating and refining curriculum maps on each grade level to reflect CCLS
- Interim assessment testing and analysis of data to improve planning and instruction. Teachers will analyze this data in their cluster and grade teams.
- Scheduling of weekly common professional development periods for grade level ELA planning and data analysis.
- Focused professional development 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
- All content areas will complete two performance tasks designed to focus on CCLS
- Implementation of lunchtime tutoring periods across all subjects
- After school classes will be available to all students to improve skills and test taking strategies. Once again, students in the lowest third will be appropriately grouped and instruction tailored to their needs.
- On-line resource access to Study Island and Discovery, both which are designed to assess student-levels and provide scaffold questions and activities to improve core skills.

Strategies to increase parental involvement

- 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.

- 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
- Fostering communication in the home-school connection by utilizing the I.S. 239 website
- Continued support our Parent Coordinator in his efforts to promote increased parent involvement in school affairs
- Use of On-Line Grading system “Jupiter Grades” which provides live information about student progress
- Use of “School Messenger” to foster communication

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Parents’ Association contributes funding to support programs mentioned above.

Service and program coordination

- Our cluster system provides for an extremely supportive, personalized environment. Students are grouped into clusters of 150 students and share the same four core teachers. These teachers have time built into their program to meet with parents, and students, planning time to meet as an inter-disciplinary team, and time to meet in grades and across the grades.
- Additional teaching positions to support the reading program.
- Teachers’ programs have been arranged to facilitate common` professional development periods for grade level and across grade levels ELA planning, professional development, and data analysis.
- Purchasing of iPads to increase ratio of devices to students
- TL Fair Student Funding and TL FSF Legacy Teacher Supplement and NYSSTL 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

- By June 2013, all core subject teachers will create, implement, and evaluate the success of two student centered performance tasks that will be aligned to the key Common Core Learning Standards and the NYC DOE Citywide Instructional Expectations.

Comprehensive needs assessment

- The recent implementation of the Common Core Learning Standards has prompted us to align our instructional program so that our students will be prepared to meet the expectations of a rigorous curriculum that enables them to be college and career ready. Specifically, as indicated by our high school articulation data our students attend competitive specialized high schools. We are committed to preparing them to take on the challenges of a rigorous high school curriculum so that they can then be successful in college and career.

Instructional strategies/activities

The faculty at Mark Twain will implement the following strategies as a means to meet this goal:

- Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the Common Core Learning Standards and citywide instructional expectations.
- Members of the Common Core Team (CCT) will work with their respective departments and grades to collectively decide on a performance task for their subject and grade level.
- "Grade Leaders" have been identified and will meet weekly to align rigor and continuity across the grades.
- Tasks will focus on key CCLS standards that include increasing exposure to non-fiction, citing text, fluency and conceptual understanding
- Tasks will focus on developing student speaking and presentation skills.
- 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 core subject classes.
- Tasks will be submitted for review and feedback via ARIS
- Teachers will review and reflect on student work and revise for the next phase and development of next task.

Strategies to increase parental involvement

- We will provide information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.
- We will provide feedback to parents regarding their child's progress via Jupiter Grades and student progress reports.
- We will provide information and links to NYSED and ENGAGENY via the school website.

Budget and resources alignment

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

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

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

If other is selected describe here:

Parents Association provides funding to support programs mentioned above.

Service and program coordination

- Teachers' programs have been arranged to facilitate common` professional development periods for grade level and across grade levels ELA planning, professional development, and data analysis.
- TL Fair Student Funding and TL FSF Legacy Teacher Supplement.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, ELA and Math teachers will re-align an additional unit of study to the Common Core Learning Standards.

Comprehensive needs assessment

- The recent implementation of the Common Core Learning Standards has prompted us to align our instructional program so that our students will be prepared to meet the expectations of a rigorous curriculum that enables them to be college and career ready. Specifically, as indicated by our high school articulation data our students attend competitive specialized high schools. We are committed to preparing them to take on the challenges of a rigorous high school curriculum so that they can then be successful in college and career.

Instructional strategies/activities

The faculty at mark Twain will implement the following strategies as a means to meet this goal:

- 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
- Teacher teams will focus on fluency, application and conceptual understanding in math instruction
- Tasks and unit objectives will focus on exposing students to more non-fiction and strengthening skills to cite text
- All curriculum maps and units will be updated using Rubicon Atlas on-line program
- 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

- Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.
- Providing feedback to parents regarding their child's progress via Jupiter Grades and student progress reports.
- Provide information and links to NYSED and ENGAGENY via the school website.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Parents' Association supports programs mentioned above.

Service and program coordination

- Teachers' programs have been arranged to facilitate common professional development periods for grade level and across grade levels for planning, professional development, and data analysis.
- TL Fair Student Funding and TL FSF Legacy Teacher Supplement.

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

- By June 2013, 100% of teachers will have introduced and assessed students using a new school-wide grading policy as a means to increase the level of continuity across the school.

Comprehensive needs assessment

- Feedback from our Peer Quality Review prompted us to review and revise our grading policy. We found a need to improve feedback to our students and their families and a need to provide clear expectations and raise the level of rigor across the content areas and grades.

Instructional strategies/activities

The faculty at Mark Twain will implement the following strategies as a means to meet this goal:

- All departments will work together to outline uniform grading policies that will incorporate 60% of a student's grade to be composed of summative assessments.
- All departments will work together to outline uniform grading policies that will incorporate 40% of a student's grade to be composed of formative assessments.
- Grades must be cumulative throughout the course.
- Assignments, exams, quizzes, overall homework, should be graded on a 100 point scale.
- Failure to complete an assignment cannot have a negative compounding impact on a student's grade.
- Teachers will begin to utilize the on-line grading program "Jupiter Grades"
- Teachers will maintain class web-pages to reflect course expectations and daily assignments and projects.

Strategies to increase parental involvement

- Grading Policy will be vetted at Parent Association meetings and School Leadership Team meetings
- Parents will have direct access to "Jupiter Grades"
- Teachers will provide individual course grading policies on their class web-pages.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Parents' Association has provided funding to support programs mentioned above.

Service and program coordination

- Teachers' programs have been arranged to facilitate common professional development periods for grade level and across grade levels for planning, professional development, and grading policy development.
- TL Fair Student Funding and TL FSF Legacy Teacher Supplement.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Reading skills program • ELA tutoring • ELA enrichment classes • ELA preparation classes for the SHSAT • ELA skills program 	<ul style="list-style-type: none"> • Full class • One-to-one/small group • Full class • Full class • Small group 	<ul style="list-style-type: none"> • Two periods per week during the school day • One period per week during the school day • One period per week during the school day • One period per week during the school day • Two hours per week after school
Mathematics	<ul style="list-style-type: none"> • Math skills program • Math tutoring • Math preparation classes for the SHSAT • Math skills program • Regents preparation classes 	<ul style="list-style-type: none"> • Small group • One-to-one/small group • Full class • Small group • Small group 	<ul style="list-style-type: none"> • One period per week during the school day • One period per week during the school day • One period per week during the school day • Two hours per week after school • Two hours per week after school
Science	<ul style="list-style-type: none"> • Science tutoring • Regents preparation classes 	<ul style="list-style-type: none"> • One-to-one/small group • Small group 	<ul style="list-style-type: none"> • One period per week during the school day • Two hours per week after school

Social Studies	<ul style="list-style-type: none"> • Social Studies tutoring 	<ul style="list-style-type: none"> • One-to-one/small group 	<ul style="list-style-type: none"> • One period per week during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling • Talk sessions • Cluster-parent conferences • SBST evaluations 	<ul style="list-style-type: none"> • One-to-one/small group • Small group • Small group • One-to-one 	<ul style="list-style-type: none"> • During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In the alignment with NCLB and NYSED requirements, the administration at Mark Twain will:

- 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, differentiating instruction, and implementing the CCLS
- 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, 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.
- Implementation of a Common Core Team that will focus on ELA CCLS
- 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

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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%
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Part II: ELL Identification Process

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

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

1- 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	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 more so 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 surprisingly 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:				

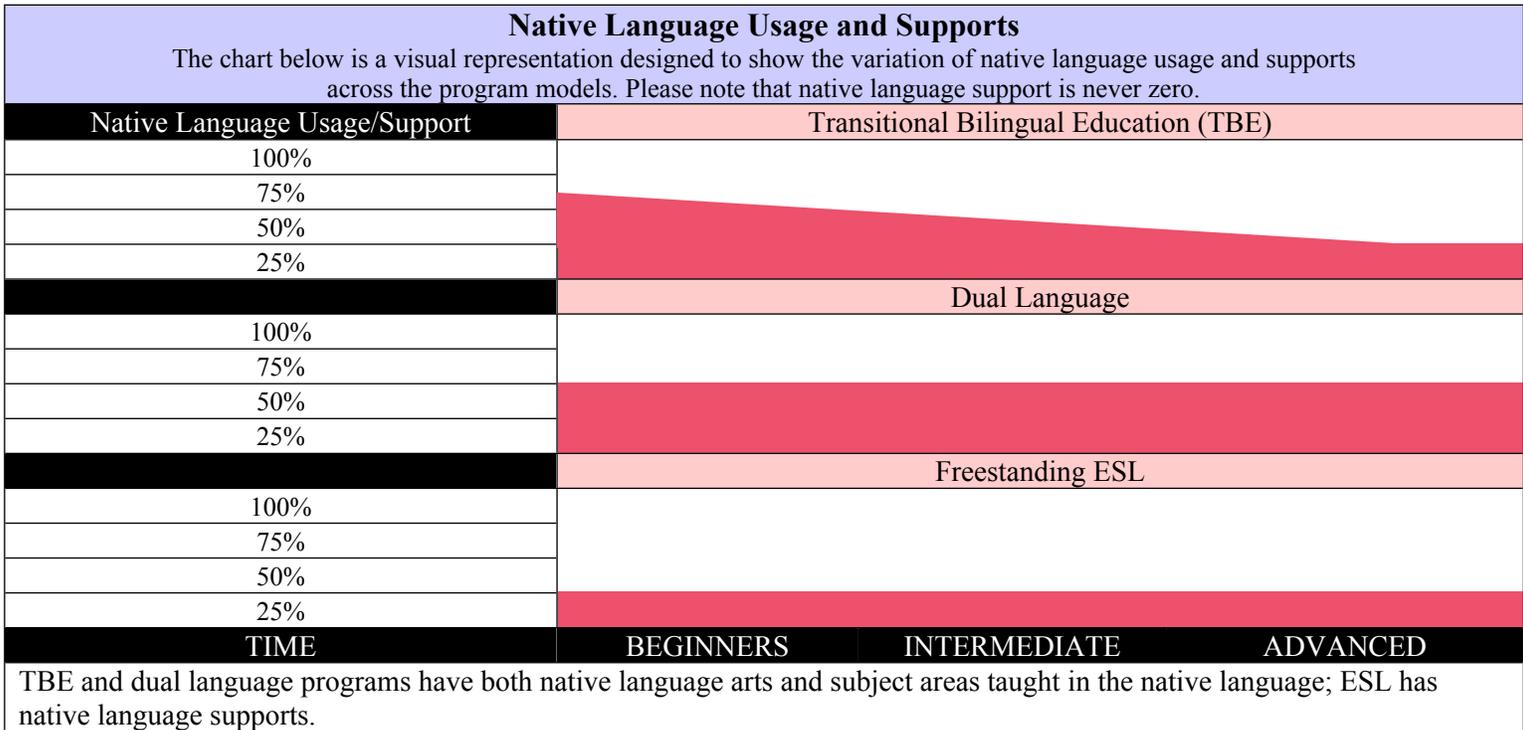
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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 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.

14- Students are grouped together with other students at varying levels of English proficiency and support each other in the learning process. In addition, and as mentioned above, students have the ability to gain additional native-language support via any of the available Skills classes made available to them as well as the instructional technology cited above.

15- Generally, yes. With the one possible exception of our SIFE student, the work expected of all other ELL students lies at the students' grade level. The work and material, however, are contextualized so as to support the students in their English language acquisition skills.

16- 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.

17- We do not offer Electives in the high-school sense of the word. We do, however, schedule students that need additional support in English to one or more of our several Skills classes. It's probably worth noting that these aren't Electives per se since the student doesn't have a choice in taking the course. As our goal is to best prepare these students for high school, we mandate that they take these courses (based on their classroom performance as well as prior exam performances).

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 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 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.

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)									2					2
Intermediate(I)							1	1	2					4
Advanced (A)							1		1					2

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

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

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

1- While the NYSESLAT exam is perhaps our greatest resource in making decisions moving forward, we also rely on the ELL Periodic Assessments as well as the more general ELA Periodic Assessments (since the ELL students are now scheduled to take the ELA exams as well). Upon reviewing the available data, the LAP team found the patterns across proficiency levels on the NYSESLAT and grades to be predominately consistent. 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. As mentioned throughout this document, all 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 that best meet the needs of the students.

2- Perhaps the most glaring trend for our 8 ELL students is that exactly 50% of them are both at the Intermediate level as well speakers of the Spanish language at home. Beyond that, it's difficult to infer much given the incredibly small size of ELL students in our school and that natural volatility that exists when looking at such small sets of students.

3- In dissecting patterns within the NYSELAT exam, 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.

4-

a- In all honesty, and as stated throughout this document, it's difficult to make any broad statements based on such a small population of 8 students. Having said that, from a strategic standpoint, since 50% of our students fall within the Intermediate range, a target for us is to ensure taht we focus on these students to move them all into the Advanced range or beyond this year. All exams are taken in English. The native language is not utilized in testing situations or in the classroom. Instruction is provided in English.

b and c- As stated above, the ELL Periodic Assessments only validate our conclusion from the NYSESLAT with respect to their reading and writing abilities. 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. 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 polishing and support as well though to a lesser degree for most of our students.

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.

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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

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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