



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MARK TWAIN INTERMEDIATE SCHOOL FOR THE GIFTED AND
TALENTED

DBN (i.e. 01M001): 21K239

Principal: KAREN DITOLLA

Principal Email: KDITOLL@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: MICHAEL MEHMET, JR.

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Ditolla	*Principal or Designee	
Jason Batus	*UFT Chapter Leader or Designee	
Christina Johnson	*PA/PTA President or Designated Co-President	
Judy Kreisberg	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christine Sciascia	Member/ SLT Chairperson / Teacher	
Johnathan Hamill	Member/ Teacher	
Alison Shapiro	Member/ Teacher	
Thomas Fortunato	Member/ Teacher	
Amerika Grewal	Member/ Parent	
Adriane Haye	Member/ Parent	
Christopher Rodriguez	Member/ Assistant Principal	
Shirley Chin	Member/ Parent	
Sharon Ruggiero	Member/ Parent	
Renee Stephenson	Member/ Parent	
Nina Vittaburga	Member/ Parent	
Helen Pavlounis	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2013 students in the lowest third across all grades, will make progress, as measured by the growth percentile on the NYS ELA assessment. Overall growth percentile will increase by 2% from 76% to 78%.

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 data from our NYC Progress Report and State Accountability Report, we have identified that overall, our students perform well. However, we continue to strive to ensure that individual students make progress from year to year.

Instructional Strategies/Activities

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

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

1. 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.
2. Self-Contained special education students will receive double period instruction in ELA
3. ICT students will have dedicated teacher support over and above required by IEP in the form of small group instruction.
4. Use of technology, specifically iPad applications that target reading comprehension strategies
5. Implementation of vocabulary development program across all grades
6. ELA department is updating and refining curriculum maps on each grade level to reflect CCLS
7. Interim assessment testing and analysis of data to improve planning and instruction. Teachers will analyze this data in their cluster and grade teams.
8. Scheduling of weekly common professional development periods for grade level ELA planning and data analysis.
9. Focused professional development will be provided for teachers during faculty and department conferences as well as during common planning periods.
10. All teachers will implement reading and writing in their content area classes
11. All content areas will complete two performance tasks designed to focus on CCLS
12. Implementation of lunchtime tutoring periods across all subjects
13. 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.
14. 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.

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

1. Reading Teachers
2. Special Education Teacher
3. ELA Teacher Teams
4. Technology Coordinator
5. Professional Development Providers (Pearson)
6. Network Support Staff

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

1. Teachers will formally assess progress four times per year.
2. Teachers will complete Progress Reports two times per year.
3. Teachers will analyze data from interim assessments to target and refine their instruction.
4. Administration and Teacher Leaders will work together to coordinate specific professional development throughout the school year.

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

1. Planning began in summer of 2013, implementation in September 2013 and completion in June 2014.

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

1. 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.
2. Additional teaching positions to support the reading program.
3. 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.
4. Purchasing of iPads to increase ratio of devices to students

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).

1. 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.
2. 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.
3. 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
4. Fostering communication in the home-school connection by utilizing the I.S. 239 website
5. Continued support our Parent Coordinator in his efforts to promote increased parent involvement in school affairs
6. Use of On-Line Grading system "Jupiter Grades" which provides live information about student progress
7. Use of Global Connect Messenger system to keep parents informed.

Budget and Resource Alignment

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

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

Parent Association Support

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 all core subject teachers will revise, implement and evaluate the success of two student centered performance tasks that will be aligned to key CCLS and DOE Instructional Expectations.

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.

A review of our ELA and Math state scores and student performance on the MSOL pre-assessments indicated that we need to focus our instructional program to support student literacy skill development. Specifically, using evidence to support claims, comparing and contrasting, and using persuasive writing.

Instructional Strategies/Activities

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

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

1. Teacher Leaders will work with their respective departments to review and analyze data from last year's tasks.
2. Using data the collected, departments will collectively decide on a performance task for their subject and grade level.
3. Grade Leaders will meet weekly to align rigor and continuity across the grades.

4. Tasks will focus on key CCLS standards that include increasing exposure to non-fiction, citing text, fluency and conceptual understanding.
5. Tasks will focus on developing student speaking and presentation skills.
6. 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.
7. All students will engage in CCLS performance tasks in their core subject classes.
8. Tasks will be submitted for review and feedback.
9. Teachers will review and reflect on student work and revise for the next phase and development of next task.

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

1. Teacher Teams
2. Administration

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

1. Upon the completion of the first task, student literacy skills should have improved.
2. Data analysis of first task will direct the design of the second task.
3. Upon completion of the second task, student should show improvement in citing text, analyzing, and developing ideas.
4. Students will be prepared to take the MSOL assessment in the Spring.
5. Students will demonstrate progress on the MSOL assessment.

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

1. Tasks will be reviewed in December.
2. Students will work on Fall tasks beginning in January. Students will be expected to complete tasks by the end of January.
3. Student work will be assessed and teachers will use the data to inform their instruction and design appropriate task for Spring.

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

1. Teachers' programs have been arranged to facilitate common professional development periods for grade level and across grade levels. In addition, periods are also set aside for inter-disciplinary planning, professional development, and data analysis.

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).
1. We will provide information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.
 2. We will provide feedback to parents regarding their child's progress via Jupiter Grades and student progress reports.
 3. Parents will receive graded rubrics for each task and assessment.
 4. We will provide information and links to NYSED and ENGAGENY via the school website.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, core content teachers will review curricula and ensure that it is rigorous and aligned to the applicable content standards and key 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.
 Feedback from "Instructional Rounds" that included our Superintendent indicated that we need to focus on developing cognitively challenging activities that support student progress in exceeding standards. Specifically, we need to focus on questioning techniques, and creating opportunities for student to deepen their understanding of the content, not just recall factual information.

Instructional Strategies/Activities

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

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

1. Professional development sessions to introduce and orient to new Pearson ELA and Math materials.
2. ELA and Reading teachers will utilize on-line resources that are built into new curricula.
3. Teachers will develop lessons that focus on students understanding UDL and DOK.
4. Core content teachers will develop uniform pre-assessments according to content and grade level.
5. 100 % of all teachers will use the data from the assessments to adjust curriculum maps and differentiate instruction.
6. Teacher teams will focus on fluency, application and conceptual understanding in math instruction.
7. Tasks and unit objectives will focus on exposing students to more non-fiction and strengthening skills to cite text.
8. All curriculum maps and units will be updated using Rubicon Atlas on-line program.
9. Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS , and DOK strategies.
10. Monthly departmental meetings that are facilitated by members of the CCT will focus on curriculum mapping.
11. Teachers will meet weekly during their common time to develop content and grade level specific pre-assessments.
12. Teachers will collaboratively evaluate the data from the pre-assessments and work to re-align curriculum maps.

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

1. Core Teachers
2. Teacher Leaders
3. Administration
4. Outside Professional Development

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

1. Student work will be assessed each quarter to determine level of progress.
2. Analysis of MSOL pre and post assessments will provide us with an indication of success or need for improvement.
3. Student performance on NYSED assessments will provide clear indicators of progress.

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

1. Review of curricula began in the summer of 2013.
2. Professional Development sessions are ongoing throughout the year.
3. Assessment and modification will be ongoing.

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

1. 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

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).

1. Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.
2. Providing feedback to parents regarding their child's progress via Jupiter Grades and student progress reports.
3. Provide information and links to NYSED and ENGAGENY via the school website.
4. Parents will have access to online curricula materials
5. All curriculum modifications will be discussed at PA meetings.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By 2014, 100% of teachers will possess a normed understanding of the Danielson Framework for Teaching included in the new teacher evaluation and development system, with a focus to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques.

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.
 In order to comply with the new teacher evaluation system and to ensure success student achievement on the MSOL and NYSED assessments we must incorporate strategies to improve pedagogy.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. All teachers will participate in professional growth practices that shift teaching practices.
 2. All teachers will be observed according to the option that selected.
 3. Teachers will review lesson plan templates to help design coherent plans.
 4. Teachers will engage in "Instructional Rounds" and provide feedback to one another.
 5. Administration will provide meaningful feedback to teachers upon observations and review of artifacts.
- B. Key personnel and other resources used to implement each strategy/activity**
1. F-Status Assistant Principal
 2. Administration
 3. Teacher Teams
 4. DOE Talent Coach
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By June 2014, all teachers will have engaged in Instructional Rounds.
 2. Teachers will work together and share ideas and strategies throughout the year.
- D. Timeline for implementation and completion including start and end dates**
1. All teachers will be observed, formally and informally throughout the year.
 2. Feedback will be provided throughout the year and at monthly department and faculty meetings.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Instructional Cabinet Meetings 2x per month.
 2. 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.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<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 <p>Regents preparation classes</p>	<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 • Science enrichment classes 	<ul style="list-style-type: none"> • One-to-one/small group • Full class 	<ul style="list-style-type: none"> • One period per week during the school day • One period per week during the school day

	Regents preparation classes	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • Two hours per week after school
Social Studies	<ul style="list-style-type: none"> • Social Studies tutoring • Social Studies enrichment classes 	<ul style="list-style-type: none"> • One-to-one/small group • Full class 	<ul style="list-style-type: none"> • One period per week during the school day • 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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 239
School Name Mark Twain IS 239		

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

Principal Karen Ditolla	Assistant Principal Ronald Seif
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Susan Lipschik
Teacher/Subject Area Helen Nier-Russo/special ed.	Parent Christina Johnson
Teacher/Subject Area June Gevertzman/ELA	Parent Coordinator Delgermaa Ganbaatar
Related Service Provider type here	Other Maryann McGowan/special ed.
Network Leader(Only if working with the LAP team) type here	Other Jacquelyn Kratz/ELA

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1318	Total number of ELLs	10	ELLs as share of total student population (%)	0.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5	0	2	5	0	5	0	0	0	10
Total	5	0	2	5	0	5	0	0	0	10

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Since we are a middle school, we utilize the NYS ELA exam to assess literacy skills as well as informal reading inventories administered by the ELA teachers. With the exception of one sixth grader who scored at level 3, all of our ELL's scored at level 1. Weaknesses were evident in both reading and writing skills; however, we noticed slightly greater deficiencies in writing for our special education ELL's and slightly greater deficiencies in reading for our general education ELL's. This data helps teachers plan appropriate instruction geared to the students' needs. Data from the informal reading inventories further informs instruction on an individual basis to support differentiated instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Although we did not have any students take the LAB-R this year, we discerned patterns across NYSESLAT modalities. Data from the NYSESLAT revealed that listening/speaking skills tend to be much stronger than reading/writing. While listening/speaking skills will continue to be addressed in the classroom, greater emphasis and classroom time will be focused on reading/writing skills and activities. The vast majority of our ELLs are also special education students who exhibit a myriad of other learning disabilities that add further obstacles to improvement, especially with regard to literacy skills. As such, our special education and ELA teachers work together with the ESL teachers at department conferences and cluster conferences to share strategies and best practices to best meet the needs of the students.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

With the exception of our one eighth grade student, all students are in the Advanced level regardless of grade. All tests are taken in English. The native language is not utilized in testing situations or in the classroom. Instruction is provided in English. 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 polish and support as well though to a lesser degree for most of our students.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. It allows the teachers and parents to consider all factors, including the child's second language development, when making instructional decisions for the child. Through our school's Cluster Conference system, parents have an opportunity to meet with the child's core teachers and consult on instructional decisions, providing teachers with valuable information and insight into the child's strengths and weaknesses, educational history, background, etc.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 (including ELL Periodic Assessments, NYS ELA and Math exams, Performance Assessments, and classroom assessments), 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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
To identify students entering our school who may be ELLs, we first review the NYSESLAT Combined Modality Report (RNMR) which provides us with data for students already attending public school. For students who are new to the public school system, we administer the Home Language Identification Survey. If the survey indicates that the student's home or native language is other than English, the assistant principal, Ronald Seif, and a staff member conducts an informal interview in English and the native language. The specific staff member conducting the native language survey may vary depending on the language in question. The most common languages for students new to our school are as follows: Spanish- Veronica Velazquez; Russian- Ellen Shlayan; Chinese- Ruby Ma. Additional staff members are available for translation services and to conduct the survey in other languages as the need arises. This interview is conducted within the first ten days of the school year. If the interview reveals it is necessary, the student is then required to take the Language Assessment Battery-Revised or the NYSITELL exam when it becomes available. This exam is administered by the assistant principal, Ronald Seif, and one of our teachers, June Gevertzman. Any student who scores at the beginning, intermediate, or advanced level is then placed in our freestanding ESL program.

Once the students are identified, usually early in September, the Language Allocation Policy Team meets to review the existing data from the NYSESLAT to evaluate each student's abilities, to look for areas of strength and weakness, and to identify any possible trends that may be indicated by the data. Each team member is given a copy of the RNMR report to review. Together, the team interprets the data and shares their insights adding any anecdotal information they may have about continuing students. This serves as an excellent springboard for the teachers to begin setting goals and planning instruction. The teachers continue to meet monthly to discuss student progress, share strategies for differentiation, and plan instruction. Likewise, the team meets with the students' cluster teachers to collaborate on instructional practices.
2. 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.
Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. In September, Assistant Principal Ronald Seif contacts parents by phone to discuss the ESL program services being offered to eligible students. In addition, either the principal or the assistant principal and the cluster coordinator speak to parents directly when they come to school for a cluster conference and/or the annual cluster orientation held in September or October.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Correspondingly, the assistant principal ensures that entitlement letters are distributed to students. Copies of entitlement letters are placed in the student's cumulative folder and kept in the assistant principal's office as well. Program selection forms and parent surveys are not utilized since we offer only one type of program. Again, our very low ELL population limits our ability to offer the

wide variety of programs found in schools with larger ELL populations.

4. 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.

Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. In September, Assistant Principal Ronald Seif contacts parents by phone to discuss the ESL program services being offered to eligible students. In addition, either the principal or the assistant principal and the cluster coordinator speak to parents directly when they come to school for a cluster conference and/or the annual cluster orientation held in September or October. To communicate with parents in their native language, translators are made available.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT exam is administered to all ELLs each year. The Assistant Principal and the test coordinator review the RLER report in ATS to make sure that all students eligible to take the NYSESLAT complete all the necessary sections of the exam, including the Speaking, Listening, Reading, and Writing. The test coordinator, in collaboration with the students' teachers, ensures that all parts are administered and scored following the necessary protocols in accordance with the testing window allotted for each section of the exam, following all directives set forth in the School Administrator's Manual and following all directions provided by the Borough Assessment Implementation Director. Teachers do not score their own students' exams.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Again, because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ESL program. Program selection forms and parent surveys are not utilized since we offer only one type of program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Small group instruction in English is delivered by means of a pull-out freestanding ESL program. The ESL teachers work in close collaboration with the ELA, math, and content area teachers and provide push-in support whenever possible. Students are grouped homogeneously.
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)?

Beginning and Intermediate level students receive ESL instruction eight periods per week for a total of 360 minutes while Advanced level students receive ESL instruction four periods per week for a total of 180 minutes. All ELL students receive five periods of ELA instruction per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All ELL students receive five periods of ELA instruction per week. Additionally, content area teachers provide instruction in math, science, and social studies. All instruction is provided in English. The ESL teachers work in close collaboration with the ELA, math, and content area teachers and provide push-in support whenever possible. Appropriate ESL strategies, dictionaries, glossaries, use of technological resources, and the buddy-system are employed in this program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All instruction is provided in English; the native language is not utilized or evaluated.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL class addresses the four strands of language development - listening, speaking, reading, and writing. These modalities are also focused on in the students' ELA classes as well as the Reading Enrichment program that takes place twice per week. Both formal and informal assessments are utilized to evaluate student progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Some students receive instruction with as few as 1-2 students. At most, a class services approximately 5 students at a time. As such, instruction is highly differentiated on an individual basis. Rather than building a program to serve the needs of SIFE students or based upon the years of ESL service received, our program is based on each student's individual strengths and weaknesses. We take into account individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly. Similarly, the progress of former ELL's (in years 1 and 2 after testing proficient) is carefully monitored. Students are provided with weekly tutoring in ELA and Reading Enrichment classes twice per week. In addition, all former ELL's receive extended time and separate location testing accommodations. The use of bilingual glossaries and translated editions (in math) are provided if requested.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Despite recent budget cuts, we have been able to acquire a variety of instructional materials to support ELLs. Most of our ELL's are SWD's as well. Our CSE team carefully reviews the students' IEP recommendations and works closely with our administration and school programmers to ensure that the students receive the appropriate program. 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.

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

Again, one strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Our Special Education department works closely with the ESL teachers to evaluate individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly. Our CSE carefully considers each child's needs and the factors listed above to determine if placement in an ICT program is appropriate for the child to ensure he/she is placed in the least restrictive environment. Likewise, SWD's receive instruction with non-disabled peers as frequently as possible as long as it is educationally appropriate. Many of our SWD's join non-disabled peers for lunch, recess, physical education, talent classes, and when appropriate, inclusion in core classes as well.

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

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

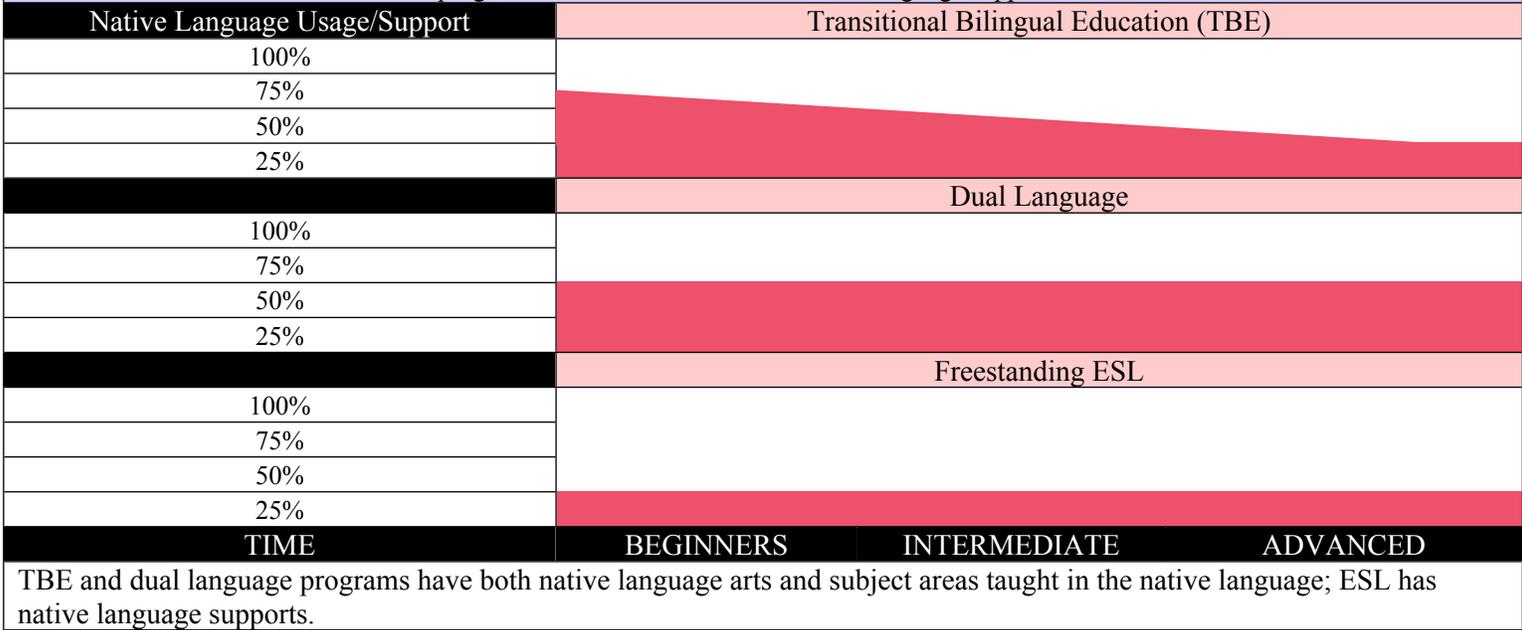
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Because of this, the program tends to be fairly effective. With such an individualized approach, we are able to consider the needs of the whole child - language related, academic, emotional, etc. - which contributes to the academic, language, and personal growth of the the child overall. Through our Cluster Conference system, teachers are made aware in a highly effective manner of students' ELL status.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs are being discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All instruction is provided in English; however, native language support is provided with the help of staff members who are native speakers of the various languages or teachers from our world language department.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Again, our small ELL population allows us to deliver instruction in a highly individualized way. Some students receive instruction with as few as 1-2 students. At most, a class services approximately 5 students at a time. As such, instruction is highly differentiated on an individual basis. Because of this, we are able to consider the students' ages and grade levels, in conjunction with each student's individual strengths and weaknesses. We take into account individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly. For example, in

selecting reading material for a student, considering the child's age and grade level is important so that we can find something engaging and high interest for the child that also reflects the appropriate vocabulary level and language needs of that child.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. Because new entrants are selected for our school through the District 21 Magnet Testing Program, students are not able to enroll or transfer mid year into our school. All students must take part in this talent testing program in order to gain admission to the school.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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, Common Core Learning Standards, and lesson planning are covered in department and faculty meetings (Oct. 7 & 21, Nov. 5 & 18, Dec. 9 & 16, Jan. 6 & 13, Feb. 3 & 10, Mar. 3 & 10, Apr. 7, May 5 & 12), cluster conferences (twice per week), as well as at the Election Day (Nov. 5) and the Chancellor's Conference Day (June 5) professional development programs. In addition, the ESL teachers attend professional development offered by OELL (various dates) and our Network (Dec. 3, Jan. 17, Apr. 4, May 14) and subsequently turn-key the training at conferences. With such a small ELL population, we are fortunate to be able to provide intensive support as students transition from elementary school to middle school. Each cluster coordinator works closely with incoming sixth grade ELL students. In addition, a student buddy is assigned to new ELL students if such assistance is beneficial. We are fortunate to have close relationships with the high schools in our network who send a guidance counselor or other representative to meet with our teachers during the year to speak about ways we can help our 8th grade ELL's be better prepared for high school.

D. Parental Involvement

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

All parents, including parents of ELLs, are invited to participate in our active Parents' Association and our School Leadership Team. Both groups hold meetings on a monthly basis. Members of the PA are in the school building on a regular basis for a variety of reasons. In fact, we have a designated room in the school where the parents can meet for workshops and to plan, organize, and work on projects. Our PA coordinates several fundraisers over the course of the year in order to support and enhance our educational endeavors. Members of the PA are always enthusiastic volunteers at school events such as performances and trips and are often seen assisting in different capacities during the school day. Similarly, they prepare a welcome packet for the parents of incoming students and make a presentation at the aforementioned orientation before school begins. Not only do PA members manage the Parents' Association section of our school website, they also sponsor weekly sales during the students' lunch periods for treats, school spirit merchandise, and even school supplies. Moreover, they assist in planning special events for the children such as laser light shows and movie nights. Guest speakers from the school and community are often invited to Parents' Association meetings. For example, teachers, politicians, and representatives from outside organizations make presentations about various issues and available programs of interest to the parents. Parents of ELLs are also able to attend a Parent Orientation at the beginning of each school year, two Parent-Teacher Conferences, and are able to arrange for a cluster conference to discuss individual issues in greater depth several times per week. In an effort to include all parents, notices about parental involvement activities are sent with translation information in a variety of languages, and staff members and parent volunteers are available to serve as translators at all school functions. To evaluate the needs of parents, we review the results of parent surveys (such as the Learning Environment survey), questionnaires, formal and informal interviews, as well as requests from the Parents' Association and individual parents. Our Parent Coordinator plays an important role in this process as she shares with the principal and the LAP team her valuable insights based on her conversations with parents, finding ways to meet the very special needs of the ELL population.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Mark Twain IS 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		11/8/13
Ronald Seif	Assistant Principal		11/8/13
Delgermaa Ganbaatar	Parent Coordinator		11/8/13
	ESL Teacher		
Christina Johnson	Parent		11/8/13
Helen Nier-Russo/Special Ed	Teacher/Subject Area		11/8/13
June Gevertzman/ELA	Teacher/Subject Area		11/8/13
	Coach		
	Coach		
Susan Lipschik	Guidance Counselor		11/8/13
	Network Leader		
Maryann McGowan	Other <u>Special Ed</u>		11/8/13
Jacquelyn Kratz	Other <u>ELA</u>		11/8/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** 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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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