

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**21K239**

**School Name:**

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

**Principal:**

**KAREN DITOLLA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Intermediate School School Number (DBN): 21K239  
School Type: Gifted and Talented Grades Served: 6-8  
School Address: 2401 Neptune Avenue Brooklyn, NY 11224  
Phone Number: 718 266-0814 Fax: 718 266-1693  
School Contact Person: Karen Ditolla Email Address: kditoll@schools.nyc.gov  
Principal: Karen Ditolla  
UFT Chapter Leader: Jason Batus  
Parents' Association President: Christina Johnson  
SLT Chairperson: Alan Faiola  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 21 Superintendent: Isabel DiMola  
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn NY 11235  
Superintendent's Email Address: idimola@schools.nyc.gov  
Phone Number: 718 648-0209 Fax: 718 648-2165

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 405 Network Leader: Michael Mehmet

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Ditolla	*Principal or Designee	
Jason Batus	*UFT Chapter Leader or Designee	
Christina Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sean Chin	CBO Representative, if applicable	
Alan Faiola	Member/ Teacher	
Helen Pavlounis	Member/ Parent	
Chiara Scandone-Puglisi	Member/ Parent	
Gail Asante	Member/ Parent	
Nina Vittaburga	Member/ Parent	
Sharyn Ruggiero	Member/ Parent	
Christopher Rodriguez	Member/ Assistant Principal	
Shirley Chin	Member/ Parent	
Lucia Sutera	Member/ Teacher	
Thomas Fortunato	Member/ Teacher	
Potoula Stavropolous	Member/ Teacher	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
–	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
–	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
–	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
–	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
–	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
–	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

4. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
5. School strengths, accomplishments, and challenges.
6. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mark Twain Intermediate School for the Gifted & Talented sets itself apart from others because of its dual mission. Students are immersed in an environment of academic rigor blended with a full visual art and performing arts experience, all in an extremely supportive environment. Twain is organized into clusters, or mini-schools, of four classes with a team of teachers assigned to each. Clusters are scheduled for conference periods to facilitate interdisciplinary planning, data analysis and communication with parents to discuss student progress. This helps teachers and families strategize and focus their instruction to suit individual student needs. Cluster teachers ensure that tutoring and/or enrichment is made available to students during regularly scheduled lunch periods.

Every child is involved in the in-depth study of a Talent area. Talent teachers often have the students for two or even all three years which establishes strong relationships and excellent skill development. No bells are rung during the day for passing, yet classes change smoothly and efficiently.

Our organizational structure gives us the framework for success but our numerous awards and accolades demonstrate success. *New York Family Magazine* and their parent company *Manhattan Media* honored us as one of three NYC middle schools that "foster academic, emotional and social growth in students," the coveted *Blackboard Award*.

More recently, NYS Education Commissioner John King (a recent visitor and alumnus) announced that we have been designated a "Reward School" for the third year in a row. This statewide designation classifies Mark Twain among the highest performing schools in NY. The *NYS Department of Education* conferred the "Reward School" selection based on high student performance on state tests and overall academic progress. **In 2014, we were #12 out of over 4500 NYS public schools and #10 in the city!**

Among our noteworthy achievements is our extraordinary success regarding acceptances to specialized high schools, both in the sciences and the arts. Last year, out of a graduating class of approximately 400, 71 graduates were accepted to *Stuyvesant High School* and 73 to *Brooklyn Technical High School* and 31 to *Staten Island Tech*. Many others were accepted into other Specialized High School programs. One or more offers were made by *LaGuardia High School for the Arts* to the 86 students who were accepted there. We attribute this success to our student body's determination, our challenging curriculum, a dedicated staff and administration, and an internal Specialized HS Test Prep system we offer during student lunch periods.

*GreatSchools.net* rates us as "10 out of a possible 10 points" and *SchoolDigger.com* rates us "5 out of 5 stars." *InsideSchools.org* refers to us as featuring "high academic achievement and a strong talent program."

Though this may not be a high school, we still have a large percentage of our graduates taking the *Integrated Algebra*, *Earth Science (in grade 7)* and *Living Environment* Regents Exams. Last year's results are completely typical with a passing rate of 100% and average grades in the 90's.

Our modernization plan continues thanks to the leadership of Principal Karen Ditolla. She's managing the resources that come from a proactive Parents' Association, a strong relationship with former City Councilman Domenic M. Recchia, Jr., a caring physical plant staff, an eager student body, and a faculty with many unique skillsets. Our school library has undergone a major half million dollar physical renovation that also includes digitizing the entire collection, availability of a substantial set of EBooks for the entire student body to download, and participation in a system where NYC Library books can be borrowed from our facility and delivered. Our largest talent, Computer Mathematics is housed in three separate well equipped labs. Our Science Talent lab was just completely renovated and updated. Other classroom science labs are now also undergoing renovations. Our auditorium is in the final stages of a major renovation featuring new cushioned seating, a new sound system, electrical upgrades, large screen TVs, etc. Many of our bathrooms were renovated this past summer with more to come. Many locations in the building including our auditorium, lunch room, computer labs, library and multiple classrooms are now air conditioned and there are plans to air condition a number of other locations. Our newest computer lab features large screen iMacs, wired and wireless high speed connections, and a 3D *MakerBot* Printer. And thanks to a nearly continuous stream of funding, we have interactive Smart Boards or in

some cases, large flat screen TVs under wireless control, in nearly every instructional classroom in the building. We have approximately 150 Apple iPads in multiple mobile carts and an iPad and computer in the hands of nearly every teacher in the building. **Our over 400 eighth graders are piloting a 1:1 Apple iPad program** where they carry these devices with them all the time modeled after a similar program at *Staten Island Tech*. The goal is to move to fully digital content like online textbooks and other Common Core content. We're also piloting a new mobile device deployment and management system for the DOE and *Apple*.

The bottom line is that we continue to have an administration dedicated to upgrading our school's instructional technology and overall infrastructure in terms of funding, staffing, scheduling and professional development.

Our ***is239.schoolwires.com*** site is our portal to every portion of the Twain community. It is an excellent resource for parents and students alike. You will find information pertaining to admissions, school events, our Parents' Association, school calendar, notable accomplishments, and the like. We are comparatively unique in NYC in that many faculty members generate content for this centralized site to use in conjunction with their classes. Our web site also enables us to share examples of the outstanding work and activities our students are engaged in. This web site is our forum that serves to showcase the hard work of every member of our team.

We also provide students with opportunities to learn from home with accounts for *PearsonSuccessNet.com* (online access to English, Math, Science, Social Studies and Foreign Language textbooks and other Common Core materials). We also make use of *StudyIsland.com* (a game-oriented test prep system for ELA and Math that students access from home, school and their ipads), *Streaming.DiscoveryEducation.com* (100,000 educationally appropriate videos from PBS and the Discovery Network) and *BrainPop.com* (animated curricular content).

Mark Twain is an exemplary school for the Arts. Not only have our Music Talent students performed at prestigious venues such as *Carnegie Hall*, *Brooklyn Borough Hall*, *Hofstra University*, and *Lincoln Center*, but they have also received some of the highest possible ratings in the annual *New York State School Music Association Major Organization Festival*. Our Visual Arts students have had their work featured on television, art exhibitions, *Carnegie Hall*, the *Manhattan office of the Center for Arts Education*, and the *Metropolitan Museum of Art*. Moreover, they have received numerous accolades in a wide variety of contests. All three of our Music talents attained the coveted Gold with Distinction awards at the *NYSSMA Festival*. Our Fine Arts and Media students brought home honors in the *Scholastic Art* competition, the *Arts Connection* competition, the *Snug Harbor Museum* art show as well as the *PS Art* competition.

Our students collaborate on projects that involve the efforts of multiple talents. For instance, many different talents join forces to produce our award-winning senior yearbook *Reflections*, our dance, drama, and musical performances, as well as our web site at ***is239.schoolwires.com***. Such collaborative endeavors are worthwhile experiences for all involved.

We encourage our students to test their academic and creative prowess and evidence of that success includes victories in a wide range of competitions. In addition to a first place borough finish in the Math Team competition, our Math Team again went all the way to the state finals in Albany against the best private and public NY middle schools. In the *SIFMA Stock Market Game* competition, we've seen one team of 6th graders win the 15 week version of the game, two national *InvestWrite* essay winners in the past 6 years, and two sought after invitations to participate in the *Capital Hill Challenge* variant of the game where one school is paired up with one Congressional representative for a very demanding national competition. Five separate awards marked our participation in last year's *FutureCity* competition based around *SimCity* simulation software. Our senior yearbook has earned several consecutive 1st place finishes in the *American Scholastic Press Association's* national competition. Creative Writing students have won multiple essay competitions including multiple Gold Keys in the *Scholastic Writing Awards*, the *Water Conservation Poetry Contest*, and the *Holocaust Essay & Poetry Contest*. Recently, the work of over a dozen Creative Writing students appeared in *Teen Ink* literary magazine.

Our supportive Parents Association and local politicians are busy raising funds for future upgrades. And most importantly, we achieve these results around the time and programming and financial commitments to our eleven talent programs that other schools look at with envy. Our "Team" of students, teachers, administrators and parents just continues to make us proud year after year and decade after decade.

Clearly, Mark Twain is a distinctive middle school with an honorable tradition of excellence we strive to uphold. Our focus for continual improvement is anchored on these core expectations:

- Instructional Expectations
  - Instructional Focus – Student Engagement / Rigor / Technology
  - Knowledge of Students – Cluster / Talent Program
  - Collaborative Professional Learning- Cluster Conferences / Data / Department / Grade Leaders

We seek to raise the level of rigor across all subject areas. Our collaborative definition of rigor is:

*Rigor is the level of complexity and impact of the challenges of the curriculum and instruction as it pertains to the individual student. The outcome should demonstrate that the learner knows and can do more than he or she did before the instruction. We hope to challenge students to master complex tasks and appreciate the value and applicability to subsequent tasks*





<p>of the CCT will focus on curriculum mapping.</p> <ul style="list-style-type: none"> <li>Teachers will meet weekly during their common time to develop content and grade level specific pre-assessments.</li> <li>Teachers will collaboratively evaluate the data from the pre-assessments and work to re-align curriculum maps</li> </ul>	<p>All teachers All teachers</p>	<p>June 2015 Sept 2014- June 2015 Sept 2014- June 2015</p>	<p>All teachers Administration All teachers Administration</p>
<p><b>STRATEGIES TO IMPROVE PARENT INVOLVEMENT AND ENGAGEMENT</b></p>			
<p>7. 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.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>All teachers Administration</p>
<p>8. 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.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>All teachers Administration</p>
<p>9. 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</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>Administration</p>
<p>10. Fostering communication in the home-school connection by utilizing the I.S. 239 website</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>Administration</p>
<p>11. Continued support of our Parent Coordinator in his efforts to promote increased parent involvement in school affairs</p>	<p>Parent Coordinator</p>	<p>Sept 2014- June 2015</p>	<p>Administration</p>
<p>12. Use of On-Line Grading system “Jupiter Grades” which provides live information about student progress Use of Global Connect Messenger system to keep parents informed.</p>	<p>All parents All parents</p>	<p>Sept 2014- June 2015 Sept 2014- June 2015</p>	<p>All teachers Administration Administration</p>
<p>13. Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>All teachers Administration</p>
<p>14. Providing feedback to parents regarding their child’s progress via Jupiter Grades and student progress reports.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>All teachers Administration</p>
<p>15. Provide information and links to NYSED and ENGAGENY via the school website.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>Administration</p>
<p>16. Parents will have access to online curricula materials All curriculum modifications will be discussed at PA meetings.</p>	<p>All parents</p>	<p>Sept 2014- June 2015</p>	<p>Administration</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

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
5. Core Teachers
6. Teacher Leaders
7. Administration
8. Outside Professional Development

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

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

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based upon an analysis of the NYC Learning Environment Survey and feedback from organizations like *insideschools* and *great schools*, we are extremely proud of the praise that we have received in reference to our school climate and culture. 92% of Parents, 95% of Teachers and 87% of Students are satisfied with all aspects of our school culture. *Insideschools.org* (a website that harnesses the efforts of a team of journalists, parents, and public school advocates) claims that like most strong middle schools, “Mark Twain “coddles” 6th-graders a little bit. They are given planners, monitored by both teachers and parents, where they learn to record every activity and assignment. We attribute this to our unique Cluster system that organizes students into group of about 150-60 who share the same core teachers. Students are known well and supported by a team of dedicated adults, which absolutely eases the transition from elementary school to middle school. In an effort to further enhance our school culture, we are going to make a concentrated effort to increase the level of satisfaction of our students from 87% to 90% as measured by the 2014-2015 Learning Environment Survey.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, we intend to raise the level of overall student satisfaction as measured by the Learning Environment Survey from 87% to 90%.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Host small groups of students across all grades to participate in a “Lunch in Learn” with their teachers to elicit needs and ideas.</li> <li>• Create a student interest survey and analyze results.</li> <li>• Celebrate and advertise student successes.</li> </ul>	All students  All students  All students	Sept 2014- June 2015  Sept 2014- June 2015  Sept 2014- June 2015	All staff  Administration  All staff

<ul style="list-style-type: none"> <li>Administration will host bi-weekly meetings with student government leaders.</li> <li>Continue to showcase students at events like the Senior Gala and performances.</li> <li>Set up and monitor a peer-mentor program that helps students develop positive social relationships.</li> </ul>	Student Government All students  All students	Sept 2014-June 2015 Sept 2014-June 2015 Sept 2014-June 2015	Administration  All staff  Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, Parents and Administration working together to facilitate.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will poll the student body during the spring to and then again in June.

**Part 6b. Complete in February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The key to the success of our school is collaboration. Our school, from its inception, is uniquely programmed into interdisciplinary “Clusters” that are aligned with our academic, visual and performing art “Talents.” Clusters are comprised of 160 students that share the same four content area teachers. These teachers teach four periods a day, and the rest of their schedule is dedicated to “Cluster Conferences” and “Data and Planning Periods.” Cluster Conference periods are dual purposed. Part of the time is spent so that the core teachers can work and plan interdisciplinary units, case conference and strategize for individual and groups of students and arrange meetings with parents and other teachers and support staff. These teams help foster social and emotional growth and development which is key to student achievement. “Data and Planning Periods” are comprised of content teachers on each grade level. The expectations for these teacher teams are outlined below.

#### Expectations for Data & Planning Periods

Teachers should be working on:

- Designing pre-assessments (formative) and post-assessments (summative) that will help guide instruction
- Develop grading rubrics that clearly articulate student work expectations
- Analyzing data and student work
- Collectively review the Common Core Learning Standards and begin to re-align curriculum maps
- Create student centered performance tasks that are aligned to the CCLS
- Analyze and reflect on the process and the outcomes correlated to the performance tasks

Overall, our culture of collaboration has fostered the transition of the CCLS and the Framework for Teaching. Our community is very comfortable working together in teams to improve instruction. One initiative that we are would like to expand is our process of “Instructional Rounds.” In addition, Mark Twain has been identified as a PROSE school. As a result, we have received funding to support Model Teachers / Lead Learners. Currently, we have four Lead Learner Teachers, one for each core subject. They are working together to improve instruction with the support of a coach and are engaged in a collegial process of low inference feedback and strategy. It is our hope through the expansion of this initiative to improve instructional practice which will foster further student achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All core teachers and performing arts teachers will engage in the collegial process of low inference “Instructional Rounds” and provide actionable feedback to each other.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

11. Research-based instructional programs, professional development, and/or systems and structures needed to

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

12. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Lead Learner teachers will participate in on-going professional development to increase their skills to facilitate inter-visitation.	Model Teachers	October 2014-June 2015	Administration Teacher Leader Coach
Lead Learners will lead professional learning within their respective departments.	Core Teachers	October 2014-June 2015	Administration Model Teachers
All core subject teachers and performing arts teachers will participate in collegial instructional rounds.	Core Teachers	October 2014-June 2015	Model Teachers Core Teachers Performing Arts Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support from the Office of Teaching and Learning

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
By the end of February 2015, teachers will have attended at least one Professional Development conference focused on low inference note taking which is required for participation in the Instructional Rounds.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of Teacher Observation Feedback based upon the Danielson Framework during a 2014-2015 Principal Performance Observation, the feedback stated that, we must continue to build teacher skill in developing and implementing lessons that are more student centered and less teacher dominated and increase the methods of differentiating instruction and providing scaffolds to ensure all students can access the curriculum.

Informed by the Capacity Framework Element – Effective School Leadership, current data and teacher observation feedback reflects a need to revise practices and strategies that address Danielson Competency 3b – Using Questioning and Discussion Techniques. The needs assessment informed the development of the annual goal listed below

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 teacher observation process, 95% of all teachers during their “formal” or “informal” pedagogical evaluations will have “Met” Sub-group Effectiveness / Highly Effectiveness (A rating of 3 or higher) in competency 3b – Using Questioning and Discussion Techniques, and at least four other of the eight competencies in Domains 1, 2, 3 and 4 in Danielson’s Framework for Teaching:

DOMAIN 1 – PLANNING & PREPARATION: 1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing coherent instruction

DOMAIN 2 – THE CLASSROOM ENVIRONMENT: 2a: Creating an environment of respect and rapport; 2d: Managing student behavior

DOMAIN 3 – INSTRUCTION: 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3d: Using assessment in instruction

DOMAIN 4 – PROFESIONAL RESPONSIBILITIES: 4e: Growing and developing professionally

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
20. Strategies to address the needs of students with disabilities, English language learners, and other high-			

<p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>21. Strategies to increase parent involvement and engagement</p> <p>22. Activities that address the Capacity Framework element of Trust</p>			
The Observation Process based upon the Danielson Framework will afford administrators the ability to provide meaningful feedback, with a specific focus on Danielson’s Domain 3 – Instruction, with providing measured feedback to the teachers.	Administration Teachers	Sept 2014- June 2015	Administration
The four-year implementation of the 1:1 iPad Digital Education Learning Initiative will allow for the integration of highly effective learning modalities and engagement activities with an emphasis on differentiated learning, literacy across the curriculum and in-the-moment feedback data to provide students and teachers with the tools to develop creative thinking and writing skills to apply to real-world applications.	Administration Teachers Students	Sept 2014- June 2015	Administration Teachers
Participation in the Model Teachers professional learning program with a goal of increasing instructional rounds to further develop instructional feedback that leads to improving practice.	Teachers Talent Coach Teacher Leaders	Sept 2014- June2015	Administration Teacher Leaders

**Part 4 – Resources Needed**

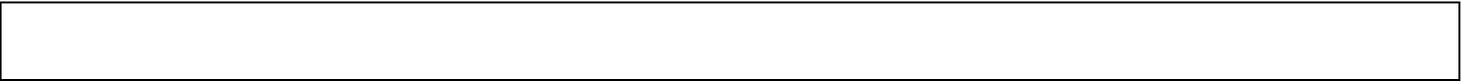
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Teacher Leaders</p> <p>Talent Coach</p> <p>Teacher Leader Coach</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, administration will assess that 95% of the teachers will have achieved a rating of Effective or Highly Effective in 3 out of 5 total 8 Danielson Competencies.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from the NYC Learning Environment Survey and School Quality Snapshot, 97% of parents are satisfied with the education that their child has received. Once again, we are extremely proud of this accomplishment. However, 84% of parents said that we communicate the child’s needs to prepare for high school, college and career. We aspire to raise that to 90%

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the level of awareness and communication to parents specifically as evidenced by the Learning Environment Survey question in relation to student preparedness for high school, college and career.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
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.	All parents	Sept 2014- June 2015	All staff
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	All parents	Sept 2014- June 2015	All staff

revisit recommendations and revise those support strategies as needed.			
Encourage more parents to participate effectively as full partners in their children’s education by utilizing cluster conference periods, parent workshops, School Leadership Team meetings, Parents’ Association meetings, and other school committees	All parents	Sept 2014- June 2015	All staff
Fostering communication in the home-school connection by utilizing the I.S. 239 website	All parents	Sept 2014- June 2015	All staff
Continued support of our Parent Coordinator in his efforts to promote increased parent involvement in school affairs	Parent Coordinator	Sept 2014- June 2015	Administration
Use of On-Line Grading system “Jupiter Grades” which provides live information about student progress	All parents	Sept 2014- June 2015	All staff
Use of Global Connect Messenger system to keep parents informed.	All parents	Sept 2014- June 2015	Administration
We will provide information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.	All parents	Sept 2014- June 2015	All staff
Parents will receive graded rubrics for each task and assessment.	All parents	Sept 2014- June 2015	All staff
We will provide information and links to NYSED and ENGAGENY via the school website.	All parents	Sept 2014- June 2015	All staff
Continue to conduct a mini-high school fair on site	All parents	Sept 2014- June 2015	Administration
Continue with exclusive high school visits.	All parents	Sept 2014- June 2015	Administration
Continue to invite former alum and successful professionals across all talents to speak to students.	All parents	Sept 2014- June 2015	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
All staff PA Grants to support programs Community and Alumni Support.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

We will monitor use of outside systems and continue to check in monthly at SLT and PA meetings.

**Part 6b.** Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Formative assessments</li> <li>• Teacher recommendation</li> <li>• Parental input</li> </ul>	<ul style="list-style-type: none"> <li>• Reading skills program</li> <li>• ELA tutoring</li> <li>• ELA enrichment classes</li> <li>• ELA preparation classes for the SHSAT</li> <li>• ELA skills program</li> </ul>	<ul style="list-style-type: none"> <li>• Full class</li> <li>• One-to-one/small group</li> <li>• Full class</li> <li>• Full class</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Two periods per week during the school day</li> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> <li>• Two hours per week after school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Formative assessments</li> <li>• Teacher recommendation</li> <li>• Parental input</li> </ul>	<ul style="list-style-type: none"> <li>• Math skills program</li> <li>• Math tutoring</li> <li>• Math preparation classes for the SHSAT</li> <li>• Math skills program</li> <li>• Regents preparation classes</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one/small group</li> <li>• Full class</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> <li>• Two hours per week after school</li> <li>• Two hours per week after school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Science tutoring</li> <li>• Science enrichment classes</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one/small group</li> <li>• Full class</li> </ul>	<ul style="list-style-type: none"> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Parental input</li> </ul>	<ul style="list-style-type: none"> <li>• Regents preparation classes</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Two hours per week after school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Formative assessments</li> <li>• Teacher recommendation</li> <li>• Parental input</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies tutoring</li> <li>• Social Studies enrichment classes</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one/small group</li> <li>• Full class</li> </ul>	<ul style="list-style-type: none"> <li>• One period per week during the school day</li> <li>• One period per week during the school day</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Parental input</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Talk sessions</li> <li>• Cluster-parent conferences</li> <li>• SBST evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one/small group</li> <li>• Small group</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

10. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
11. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
12. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
13. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
14. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
15. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

16. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
17. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

18. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
19. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **[Mark Twain Intermediate 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 the school and the families. The 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 the school community. **[Mark Twain Intermediate 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)

**[Mark Twain Intermediate 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>239</b>
School Name <b>Mark Twain IS 239</b>		

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

### 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE							1	1	1					3
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5	0	2	5	0	5	0	0	0	10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	5	0	2	5	0	5	0	0	0	10
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

## 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
Intermediate(I)							0	0	1					1
Advanced (A)							6	3	0					9
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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.

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

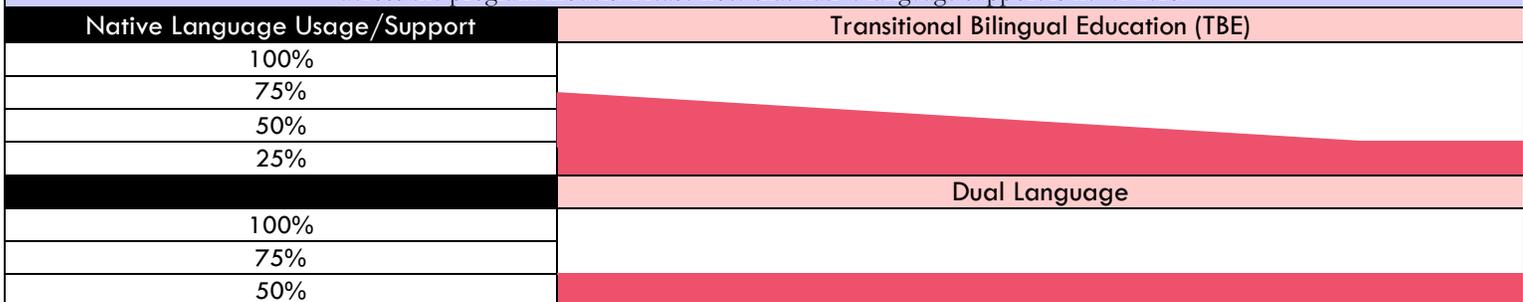
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

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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

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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.