

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K239

School Name:

MARK TWAIN I.S. 239 FOR THE GIFTED & TALENTED

Principal:

KAREN DITOLLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Mark Twain Intermediate School for the Gifted and Talented School Number (DBN): 21K239
Grades Served: 6-8
School Address: 2401 Neptune Avenue
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
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Field Support Center Director: Cheryl Watson-Harris
Director's Office Address: 415 – 89th Street
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: 617- 212-4934 Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shirley Chin	Member/ Parent	
Ganije Bilali	Member/ Parent	
Randi Herman Lent	Member/ Parent	
Chiara Scandone-Puglisi	Member/ Parent	
Joseph Yenna	Member/ Parent	
Maria Rosa Alonge	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katherine Levin	Member/ Parent	
Alan Faiola	Member/ Teacher	
Lucia Sutera	Member/ Teacher	
Thomas Fortunato	Member/ Teacher	
Potoula Stavropolous	Member/ Teacher	
Christopher Rodriquez	Member/Teacher	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: 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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mark Twain Intermediate School for the Gifted & Talented mission is dedicated to the promotion of excellence in achievement in a climate of integrity, positive human relations, and respect for our society. We hope to inspire our students to "Explore Dream, Discover." Twain sets itself apart from others with its dual mission. Students are immersed in an environment of academic rigor blended with a full visual art and performing arts experience, all in a 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 collaborate and 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 to three years where they establish strong relationships and excellent skill development. Our organizational structure, and the supportive environment that we engender, gives us the framework for success and 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," and presented Twain with the coveted Blackboard Award. More recently, NYSED designated Twain as "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. We continue to place in the top 15% out of over 4500 NYS public schools.

Among our noteworthy achievements is our extraordinary success regarding acceptances to specialized high schools in the sciences and the arts. This year, out of a graduating class of approximately 400, 66 graduates were accepted to Stuyvesant High School and 92 to Brooklyn Technical High School and 20 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 and 90 students accepted offers. 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. In addition to our rigorous program, a large percentage of our graduates take the Integrated Algebra, Earth Science (in grade 7) and Living Environment Regents Exams. On average, the Regents scores are in the 90's and the majority of our students leave middle school with at least 6 high school credits completed.

In alignment with the Framework for Great Schools, Mark Twain cultivated strong family and community ties, and fostered numerous partnerships and collaborations with local elected officials, several organizations and institutions. The resources that come from a proactive Parents' Association, a strong relationship with former City Councilman Domenic M. Recchia, Jr. and current Councilman, Mark Treyger and Borough President Eric Adams we have forged ahead with an ambitious modernization plan. 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 along with two other labs, were just completely renovated and updated. Our auditorium was completely renovated; featuring new cushioned seating, a new sound system, electrical upgrades, large screen TVs, etc. Many of our bathrooms were renovated last summer and two more are scheduled for this summer along with a new Dance Room! 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 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 piloted 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. This year we expanded the iPad initiative and rolled out 500 more iPads in September to our 7th grade. The goal is to go completely digital across all grades and content areas in terms of access and curriculum. We're also piloting a new mobile device deployment and management system for the DOE and Apple. Our is239.schoolwires.com site and use of Skedula / Pupil Path provide access 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 and notable accomplishments. 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 in which our students are engaged. 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 (1000,000 educationally appropriate videos from PBS and the Discovery Network) and BrainPop.com (animated curricular content). Interactive digital programs like NearPod and Prezi are also used throughout the grades.

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 and Lincoln Center, but they also received some of the highest possible ratings in the annual New York State School Music Association Major Organization Festival. Our Visual Arts students had their work featured on television, in art exhibitions, at Carnegie Hall, and the Metropolitan Museum of Art. Moreover, they received numerous accolades in a wide variety of contests. 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, and two sought after Congressional representative for a very demanding national competition.. Five separate awards marked our participation in last year's Future City competition based around SimCity simulation software. Our senior yearbook earned several consecutive 1st place finishes in the American Scholastic Press Association's national competition. Creative Writing students won multiple essay competitions including multiple Gold Keys in the Scholastic Writing Awards, the Water Conservation Poetry Contest, and the Holocaust Essay and 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. Our "Team" of students, teachers, administrators and parents just continues to make us proud year after year and decade after decade.

In cohesion with the Framework for Great Schools, we marry effective school leadership with upholding the honorable tradition of excellence, clearly making Mark Twain is a distinctive middle school. Our 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

Mission Statement / Definition of Rigor-

Mark Twain Intermediate School for the Gifted and Talented is dedicated to the promotion of excellence in achievement in a climate of integrity, positive human relations, and respect for our society. We hope to inspire our students to explore, dream, discover.

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.

21K239 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1299	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	32	# SETSS	6	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	17	# Drama	7
# Foreign Language	36	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.2%	% Attendance Rate			95.7%
% Free Lunch	28.4%	% Reduced Lunch			10.3%
% Limited English Proficient	0.8%	% Students with Disabilities			7.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			10.7%
% Hispanic or Latino	5.9%	% Asian or Native Hawaiian/Pacific Islander			30.0%
% White	52.6%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			8.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	79.3%	Mathematics Performance at levels 3 & 4			80.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			86.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. 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 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 trends and sources.

Twain's Strength:

Upon reviewing data from our NYC Progress Report and State Accountability Report, we have identified that overall, our students perform well.

Priority Need(s):

- However, we continue to strive to ensure that individual students and particular sub-groups make progress from year to year. A review of our ELA and Math state scores and student performance on the MOSL pre-assessments indicated that we need to focus our instructional program to support student literacy skill development. Specifically, using evidence to support claims, comparing and contrasting, and using persuasive writing.
- In addition, feedback from “Instructional Rounds” and our recent Quality Review indicated that we need to focus on developing cognitively challenging activities that support student progress in exceeding standards. Specifically, we need to focus on questioning techniques, and creating opportunities for student to deepen their understanding of the content, not just recall factual information.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous Instruction

Throughout the 2015-2016 school year, content area teachers will incorporate multiple strategies into their practice that will extend student thinking and foster grit. As a result, by June 2016 student performance amongst the lowest third will increase by 2% on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • All students will attend a targeted reading class twice per week. Specifically, students in the lowest third will be grouped and instruction will focus on developing their skill deficiencies as defined by diagnostic testing. 	All students	Sept 2015- June 2016	Reading teachers Administration
<ul style="list-style-type: none"> •Self-Contained special educations students will receive double period instruction in ELA 	Special Education students	Sept 2015- June 2016	SP. Ed./ELA teachers Administration
<ul style="list-style-type: none"> •ICT students will have dedicated teacher support over and above required by IEP in the form of small group instruction. 	ICT students	Sept 2015- June 2016	ICT teachers Administration
<ul style="list-style-type: none"> •Use of technology, specifically iPad applications that target reading comprehension strategies 	All students	Sept 2015- June 2016	All teachers Administration
<ul style="list-style-type: none"> •Implementation of vocabulary development program across all grades 	All students	Sept 2015- June 2016	ELA teachers Administration
<ul style="list-style-type: none"> •ELA department is updating and refining curriculum maps on each grade level to reflect CCLS 	All students	Sept 2015- June 2016	ELA teachers Administration
<ul style="list-style-type: none"> •Interim assessment testing and analysis of data to improve planning and instruction. Teachers will analyze this data in their cluster and grade teams. 	All students	Sept 2015- June 2016	All teachers Administration
<ul style="list-style-type: none"> •Scheduling of weekly common professional development periods for grade level ELA planning and data analysis 	All students	Sept 2015- June 2016	ELA teachers Administration
<ul style="list-style-type: none"> •Focused professional development will be provided for teachers during faculty and department conferences as well as during common planning periods. 	All students	Sept 2015- June 2016	All teachers Administration
<ul style="list-style-type: none"> •All teachers will implement reading and writing in their content area classes 	All students	Sept 2015- June 2016	All teachers Administration

•All content areas will complete two performance tasks designed to focus on CCLS	All students	Sept 2015- June 2016	Administration All teachers
•Implementation of lunchtime tutoring periods across all subjects	All students	Sept 2015- June 2016	Administration All teachers
•After school classes will be available to all students to improve skills and test taking strategies. Once again, students in the lowest third will be appropriately grouped and instruction tailored to their needs.	All students	Sept 2015- June 2016	Select teachers Administration
•On-line resource access to Study Island and Discovery, both which are designed to assess student-levels and provide scaffolded questions and activities to improve core skills.	All students	Sept 2015- June 2016	All teachers Administration
•Professional development sessions to introduce and orient to new Pearson ELA and Math materials.	All teachers	Sept 2015- June 2016	Outside Teacher Trainers Administration
•ELA and Reading teachers will utilize on-line resources that are built into new curricula.	ELA & Reading teachers	Sept 2015- June 2016	ELA teachers Administration
•Teachers will develop lessons that focus on students understanding UDL and DOK.	All teachers	Sept 2015- June 2016	All teachers Administration
•Core content teachers will develop uniform pre-assessments according to content and grade level.	All teachers	Sept 2015- June 2016	All teachers Administration
•100 % of all teachers will use the data from the assessments to adjust curriculum maps and differentiate instruction.	All teachers	Sept 2015- June 2016	All teachers Administration
•Teacher teams will focus on fluency, application and conceptual understanding in math instruction.	All teachers	Sept 2015- June 2016	All teachers Administration
•Tasks and unit objectives will focus on exposing students to more non-fiction and strengthening skills to cite text.	All students	Sept 2015- June 2016	All teachers Administration
•All curriculum maps and units will be updated using Rubicon Atlas on-line program.	All teachers	Sept 2015- June 2016	All teachers Administration
•Monthly professional development facilitated by the Principal and Cabinet will focus on the development and implementation of the CCLS , and DOK strategies.	All teachers	Sept 2015- June 2016	Administration
•Monthly departmental meetings that are facilitated by members of the CCT will focus on curriculum mapping. Teachers will meet weekly during their common time to develop content and grade level specific pre-assessments.	All teachers	Sept 2015- June 2016	Administration

<ul style="list-style-type: none"> Teachers will collaboratively evaluate the data from the pre-assessments and work to re-align curriculum maps 	All teachers	Sept 2015- June 2016	All teachers Administration
STRATEGIES TO IMPROVE PARENT INVOLVEMENT AND ENGAGEMENT			
<p>1. Providing regularly updated information about activities in the subject areas as well as homework and upcoming assignments, curriculum outlines, and other related information communicated via our school website, sharing anecdotal notes on PupilPath, 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>	All parents	Sept 2015- June 2016	All teachers Administration
<p>2. Parents are invited to attend cluster conferences in which administrators, cluster teachers, parents, and students meet to discuss individual academic and social progress. During these meetings, minutes are kept detailing strategies to be used both at school and at home to best support student success. Follow up meetings will reveal student progress and provide opportunities to revisit recommendations and revise those support strategies as needed.</p>	All parents	Sept 2015- June 2016	All teachers Administration
<p>3. Encourage more parents to participate effectively as full partners in their children's education by utilizing cluster conference periods, parent workshops, School Leadership Team meetings, Parents' Association meetings, and other school committees</p>	All parents	Sept 2015- June 2016	Administration
<p>4. Fostering communication in the home-school connection by utilizing the I.S. 239 website</p>	All parents	Sept 2015- June 2016	Administration
<p>5. Continued support of our Parent Coordinator in her efforts to promote increased parent involvement in school affairs</p>	Parent Coordinator All parents	Sept 2015- June 2016	Administration
<p>6. Use of On-Line Grading system "Skedula/PupilPath" which provides live information about student progress</p> <p>Use of Global Connect Messenger system to keep parents informed.</p>	All parents	Sept 2015- June 2016	All teachers Administration
<p>7. Providing information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.</p>	All parents	Sept 2015- June 2016	Administration
<p>8. Providing feedback to parents regarding their child's progress via Skedula/PupilPath and student progress reports.</p>	All parents	Sept 2015- June 2016	All teachers Administration
<p>9. Provide information and links to NYSED and ENGAGENY via the school website.</p>	All parents	Sept 2015- June 2016	Administration
<p>10. Parents will have access to online curricula materials</p> <p>All curriculum modifications will be discussed at PA meetings.</p>	All parents	Sept 2015- June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 and aps, site licenses for instructional websites (to increase ratio of devices to students and instructional support)
5. Core Teachers
6. Teacher Leaders
7. Administration
8. Outside Professional Development

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	X	PTA Funded	In Kind Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Teachers will formally assess progress four times per year.
2. Teachers will administer start of term pre-assessments.
3. Teachers will administer performance tasks, twice a year, in the fall and a mid-point benchmark in the early spring. Seventy-five percent of the targeted students will show progression by increasing one rubric level across two or more categories beyond their initial assessment.
4. Teachers will analyze data from interim assessments to target and refine their instruction.
5. Analysis of pre and post assessments will provide us with an indication of success or need for improvement.
6. Teachers will complete Progress Reports two times per year.
7. Administration and Teacher Leaders will work together to coordinate specific professional learning throughout the school year.
8. Professional Learning will be monitored through focused instructional rounds.
9. Student work will be assessed each quarter to determine level of progress.
10. Student performance on NYSED assessments will provide clear indicators of progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Twain's Strengths

The key to the success of our school is collaboration. Our school, from its inception, is uniquely programmed into inter-disciplinary “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.

Priority Need

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, last year we 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Collaborative Teachers

During the 2015-2016 school year, all teachers will meet weekly to engage in the inquiry process within grade level content teams to determine specific learning targets, skills and sub-skills to help students in the “quiet middle” master skills that will foster improvement from a level 2 to 3 on the NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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?
Lead Learner teachers will participate in on-going professional development to increase their skills to facilitate inter-visitation.	Model Teachers	October 2015- June 2016	Administration Teacher Leader Coach
Lead Learners will lead professional learning within their respective departments.	Core Teachers	October 2015- June 2016	Administration Model Teachers
All core subject teachers and performing arts teachers will participate in collegial instructional rounds.	Core Teachers	October 2015- June 2016	Model Teachers Core Teachers Performing Arts Teachers
Maintain the school website, is239.schoolwires.com to apprise parents of important initiatives, instructional resources, dates of cluster conferences .	Parents	November 2015-June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Support from the Office of Teaching and Learning

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of February 2016, 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.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Twain's Strengths

Select lead teachers are programmed to coordinate lunch and learn sessions within school day, to model best practices, facilitate professional learning on Monday break out sessions, and after school work sessions, to meet the needs of the instructional staff.

We have an in-house Resource Instructional Specialist (RIS) coordinating professional learning and inter-visitations school goals and other areas of need.

Priority Needs:

An analysis of Teacher Observation Feedback based upon the Danielson Framework during a 2015-2016 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.

We will revise practices and strategies that address Danielson Competency 3b – Using Questioning and Discussion Techniques. This need is informed by the Capacity Framework Element – Effective School Leadership, current data and teacher observation feedback .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Effective School Leadership

By June 2016, the majority of content area teachers will focus on domain 3 with an emphasis on high quality questioning and student–led discussion protocols into their planning and practice. This will be measured through collegial instructional rounds and reflected in Advance MOTP ratings.

This will be evidenced in student achievement as 2% of students move from a level 2 to 3 on the NYS ELA assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<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.</p>	<p>Admin Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administration</p>
<p>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.</p>	<p>Admin Teachers Students</p>	<p>Sept 2015- June 2016</p>	<p>Administration Teachers</p>
<p>Working in conjunction with an in house RIS with a goal of increasing instructional rounds to further develop instructional feedback that leads to improving practice.</p>	<p>Teachers Teacher Leaders</p>	<p>Sept 2015- June 2016</p>	<p>Administration Teacher Leaders RIS</p>
<p>Our Parent Coordinator will conduct/arrange workshops and information sessions on new school initiatives and topics pertinent to our parents: Navigating the Common Core Standards, Using PupilPath</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parent Coordinator,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher Leaders Talent Coach Teacher Leader Coach</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Twain's strengths:

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.

Priority Needs:

Eighty-four percent 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Strong Family and Community Ties

By June 2016, all staff members will be utilizing Skedula and Pupil Path to monitor and share students’ progress and anecdotal information with parents and members of the school community. Progress will be measured by an overall positive increase on the questions related to communication on the Learning Environment Survey.

Convenient access to grades encourages students to be self-reflective and thus accountable for their schoolwork. With parents closely monitoring progress we anticipate students will perform better as evidenced by a 2% overall increase in scholarship (over last year) from grades 6th to 7th and from 7th to 8th.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
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 2015- June 2016	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 revisit recommendations and revise those support strategies as needed.	All parents	Sept 2015- June 2016	All staff
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 2015- June 2016	Administration
Fostering communication in the home-school connection by utilizing the I.S. 239 website	All parents	Sept 2015- June 2016	All staff
Continued support of our Parent Coordinator in his efforts to promote increased parent involvement in school affairs	Parent Coordinator	Sept 2015- June 2016	Administration
Use of On-Line Grading system “Skedula/PupilPath” which provides live information about student progress	All parents	Sept 2015- June 2016	All staff
Use of Global Connect Messenger system to keep parents informed.	All parents	Sept 2015- June 2016	Administration
We will provide information about the CCLS to parents at parent-teacher conferences and during school based cluster conferences.	All parents	Sept 2015- June 2016	All staff
Parents will receive graded rubrics for each task and assessment.	All parents	Sept 2015- June 2016	All staff
We will provide information and links to NYSED and ENGAGENY via the school website.	All parents	Sept 2015- June 2016	All staff

Continue to conduct a mini -high school fair on site	All parents	Sept 2015- June 2016	Administration
Continue with exclusive high school visits .	All parents	Sept 2015- June 2016	Administration
Continue to invite former alum and successful professionals across all talents to speak to students .	All parents	Sept 2015- June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All staff PA Grants to support programs Community and Alumni Support.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor use of outside systems and continue to check in monthly at SLT and PA meetings. By late January/early February 2016 parents will be asked to answer an informal survey in which our outreach for the first half of the year is measured. Data/suggestions will be noted to ascertain progress toward the June 2016 goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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 activities and strategies for high quality professional development for teachers, principals, 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Karen Ditolla	Assistant Principal Rosanna Conenna
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Caitlin Pardington	School Counselor Delgermaa Ganbaatar
Teacher/Subject Area Helen Nier-Russo/Special Ed	Parent Christina Johnson
Teacher/Subject Area June Gevertzman/ELA	Parent Coordinator Luis Rodriguez
Related-Service Provider Michele Buls	Borough Field Support Center Staff Member type here
Superintendent Isabel DiMola	Other (Name and Title) Patricia Vento/Test Coord

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1340	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	4	0	3	5	0	5	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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														0
Chinese							1		2					0
Russian							3							0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1							0
Other Georgian							2							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							0	0	0					0
Emerging (Low Intermediate)							0	0	1					0
Transitioning (High Intermediate)							0	0	1					0
Expanding (Advanced)							8	0	0					0
Commanding (Proficient)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							7	2	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	1			0
7					0
8	2				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	3		5						0
7									0
8			2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL 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. As there are only 10 students, an analysis of this type would not be valid due to the extremely small student population. No students were required to take the NYSITELL exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
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.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

With the exception of two of our Special Education students, all students are in the Expanding level regardless of grade. All tests are taken in English. The home 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

N/A

6. How do you make sure that a student's new 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 educational history, cultural & family background, individual strengths & weaknesses, IEP goals, and the like when making new language instructional decisions for the child. The child's core subject teachers meet twice per week in Cluster Conferences. All teachers, including the ENL teacher, and the child's parents are invited to attend these conferences.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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, an Assistant Principal or Ms. Vento administers the Home Language Identification Survey within the first ten days of school. If the survey indicates that the student's home or native language is other than English, the assistant principal, Rosanna Conenna, 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 NYSITELL exam (or the Spanish LAB for Spanish-speaking ELLs). This exam is administered by the test coordinator, Patricia Vento, and one of our teachers, June Gevertzman. Any student who scores at the beginning, intermediate, or advanced level is then placed in our freestanding ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our Special Education teachers review new students' IEPs, diagnostic tests, and student work samples to identify SIFE students in the beginning of the school year within 30 days of enrollment. Ms. Russo administers the SIFE questionnaire to new students which asks

students about personal & family information, education history, languages spoken, literacy practices, etc. She also discusses this information with the child's parent.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Assistant Principal, William Bonner, and Special Education coordinator Helen Nier-Russo review the IEPs of new entrants and conduct interviews with the students and their parents to identify potential ELL students. Additionally, the parent must complete the HLIS with an Assistant Principal or Ms. Vento. Interpretation services are provided if necessary. The LPT reviews this information and makes their placement recommendation. Parents are given 20 days to either accept or reject this recommendation. ELL services commence as soon as possible once the recommendation is accepted, within 10 school days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL score is determined, the assistant principal ensures that entitlement & non-entitlement letters are distributed to families. One copy is mailed home; another copy is sent home with the student. Letters are translated into the parent's preferred language if necessary. Copies of entitlement letters are placed in the student's cumulative folder and kept in the assistant principal's office as well. In addition, the assistant principal calls the parent to inform him/her of the entitlement decision. An interpreter is utilized if necessary.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Correspondingly, the assistant principal informs parents of their right to appeal when the entitlement/non-entitlement letters are distributed.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL program. In September, Assistant Principal Rosanna Conenna (with the assistance of a translator if necessary) contacts parents by phone to discuss the ENL program services being offered to eligible students. The 3 program choices are explained to the parent during this call. If the parent is interested in a program offered at our school, information regarding initiating a transfer to another school is provided. 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 preferred language, translators are made available. Parents are invited to view the program orientation video at this conference.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ENL program. In September, Assistant Principal Rosanna Conenna contacts parents by phone to discuss the ENL program services being offered to eligible students. The 3 program choices are explained to the parent during this call. If the parent is interested in a program offered at our school, information regarding initiating a transfer to another school is provided. 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. 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
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. Home contact is made with each family by the assistant principal.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are distributed to families by the assistant principal. One is mailed to the home; another is sent home with the child. Also, home contact is made by phone. Translation services are utilized to communicate with parent in his/her preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of the HLIS, entitlement & non-entitlement letters are placed in the student's cumulative folder. Copies of entitlement letters are kept in the assistant principal's office as well.

11. 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 RLER report in ATS helps to ensure no eligible students are overlooked. The test coordinator, Ms. Vento, 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. Teachers do not score their own students' exams. Ms. Vento follows the Intermediate-level Testing Schedule as determined by NYSED to ensure that all four sections of the NYSESLAT Speaking, Listening, Reading & Writing are administered during the appropriate testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher along with the assistant principal ensure all continued entitlement & parent notification letters are distributed in September. One copy is mailed home; another copy is sent home with the student. In addition, Assistant Principal Rosanna Conenna phones each parent to inform them of the entitlement/transitional support decision. Translation services are utilized to communicate with parents in their preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Again, because our school serves such a small ELL population, we have the ability to offer only one program to families, a freestanding ENL program. Program selection forms and parent surveys are not utilized since we offer only one type of program. Parents are informed of the 3 program choices, and information regarding initiating a transfer to another school is provided to interested parties. 100% of families have chosen to remain in our school for the freestanding ENL program for the past 5 years. No parent has ever requested a transfer in order to choose a different program model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Small group instruction in English is delivered by means of a pull-out freestanding ENL program along with integrated ENL instruction. The ENL teacher works in close collaboration with the ELA, math, and content area teachers and provides push-in support whenever possible. Students are grouped heterogeneously in one ungraded class.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering/Emerging level students receive ENL instruction eight periods per week for a total of 360 minutes (up to half of that time may be Integrated ENL) while Transitioning/Expanding level students receive ENL instruction four periods per week for a total of 180 minutes (up to half of that time may be Integrated ENL). Commanding level students receive two periods of Integrated ENL instruction for two years after achieving this level. All ELL students receive five periods of ELA instruction per week.
3. Describe how core content is delivered in each program model. 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 ENL teacher works in close collaboration with the ELA, math, and content area teachers and provide push-in support whenever possible. Appropriate ENL strategies, dictionaries, glossaries, use of technological resources, and peer tutoring are employed in this program.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

One strength of having such a small ELL population is that it enables us to provide instruction in a highly individualized manner. Students receive instruction with, at most, 5 students. 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 ENL 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. Former ELLs receive testing accommodations for all exams and Integrated ENL services for two years after achieving proficiency. Additionally, these students are encouraged to attend tutoring once per week with their content area teachers for additional support.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Once an appeal is requested, students are encouraged to attend tutoring on a weekly basis to receive academic support until a final determination has been made regarding his/her ELL status. All academic intervention services are made available to the student. As soon as the student's status is re-identified, all appropriate services and supports are provided. Students are closely monitored by the grade supervisor and the Cluster Coordinator. Each marking period, the students' overall progress is reviewed to ensure student success. Academic interventions are provided as needed. Parents are called to a Cluster Conference if the core teachers are concerned about the student's progress in order to discuss ways to support the student and work toward increased success.

8. 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. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 teacher to evaluate individual needs, academic ability, requirements from his/her IEP, learning disabilities, emotional issues, etc., and instruction is differentiated accordingly.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

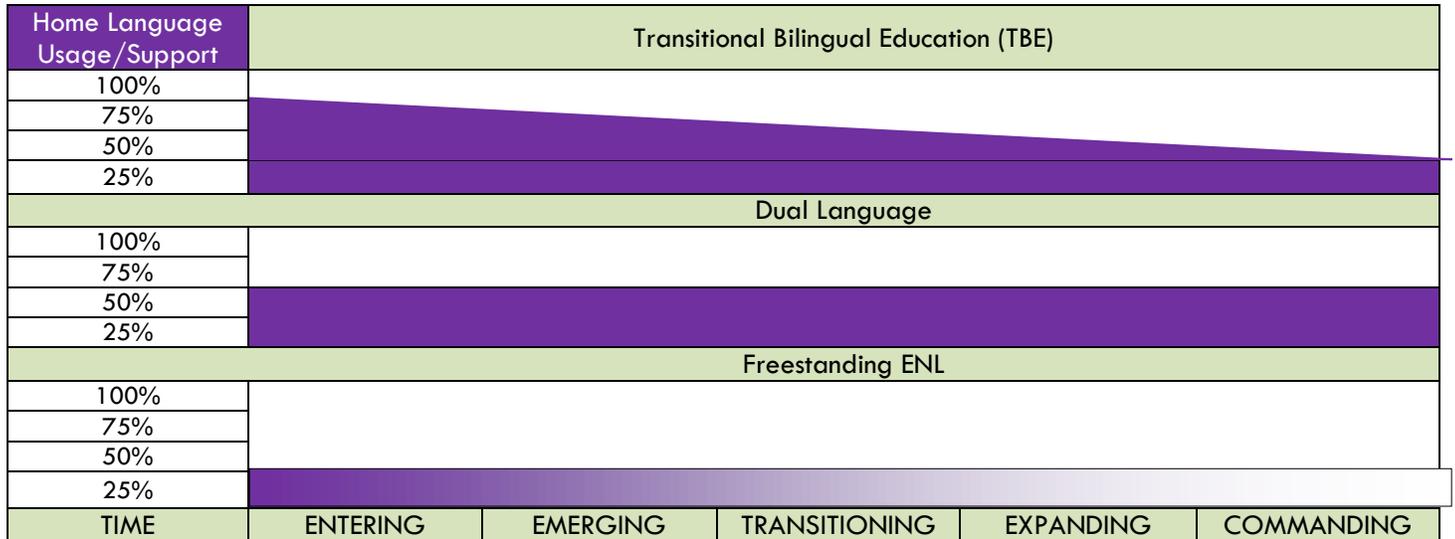


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
No programs or services for ELLs are being discontinued this year.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All instruction is provided in English; the home language is not utilized. With such a small program, students do not all share the same home language in the ENL class.
17. Explain how the school ensures all required services/resources support and 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. Rather than building a program to serve the needs of students based upon ages and grade levels, 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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, guidance counselor, 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 Talent Testing Program, students are unable to transfer in mid-year.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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, cluster conferences, Monday afternoon Professional Development meetings, as well as at the Election Day and the Chancellor's Conference Day professional development programs. In addition, the ENL teacher attends professional development offered by OELL and our Network and subsequently turn-keys the training at conferences. We are also currently working with our Network Leader and the other Network Schools to plan appropriate workshops and seminars to meet this requirement.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Development regarding supporting ELLs as they engage in the Common Core Learning Standards is addressed in more detail in department conferences as it is highly subject specific. However, this also occurs in small groups during break out sessions at the larger scale Election Day and Chancellor's Conference Day professional development day events.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development hours required are provided during department and faculty meetings, cluster conferences, Monday afternoon Professional Development meetings, as well as at the Election Day and the Chancellor's Conference Day professional development programs. In addition, the ENL teacher attends professional development offered by OELL and our Network and subsequently turn-keys the training at conferences. Agendas and attendance records are kept on file in the principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In our school, cluster conferences are scheduled to discuss individual progress. Early in the academic year, the cluster coordinator invites the parent of ELL students to a cluster conference with the core course teachers, assistant principal, and ENL teacher to discuss progress, assessment results, and language needs. Parents or the school may request follow-up meetings at any time during the school year. School staff or parent volunteers serve as translators when necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Cluster Coordinators keep records of these cluster conferences in their cluster book as well as a record of their efforts to arrange all such meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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. Parent volunteers and staff members provide translation services as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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, four 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.

5. How do you evaluate the needs of the parents?

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. Translation services are utilized for these documents/interviews when necessary. Our Parent Coordinator plays an important role in this process as he shares with the principal and the LAP team her valuable insights based on his conversations with parents, finding ways to meet the very special needs of the ELL population. The Parent Coordinator enlists the assistance of translators as needed.

6. How do your parental involvement activities address the needs of the parents?

Based upon the evaluation methods described above, our administration, School Leadership Team, and Parents' Association, all work collaboratively to provide workshops, meetings, and guest speakers to address the needs of parents. For example, based upon parental input, we found a need to provide workshops for parents on the High School Admissions process and on preparing for the NYS Common Core ELA and Mathematics Exams. The Parent Coordinator is instrumental in both gathering information for needs assessment as well as planning activities to meet those needs. Translation services are provided as needed.

D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **Mark Twain IS**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

New entrants must complete the Home Language Identification Survey on which parents indicate their language preference. Parents are also asked to indicate language preference on the Student Emergency Contact cards which are reviewed in September. A review of lunch forms also indicates when families request a language other than English. The Parent Coordinator, guidance counselor and office staff also keep a record of requests for translated documents or oral interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents have only requested written and oral communication in English to date.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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, calendars, parent memos, and high school information. Mark Twain staff and/or parent volunteers will provide written translation services.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Interpretation services will be provided at our September Back to School Night, parent/teacher (fall and spring) and cluster conferences (ongoing), Parents' Association meetings (ongoing), open houses (October), orientations (September & June), and high school information meetings (September & October).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Mark Twain staff and/or parent volunteers will provide most translation & interpretation services. In the event this is not possible, we will utilize services from the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Mark Twain staff and/or parent volunteers will provide most translation & interpretation services. In the event this is not possible, we will utilize over-the-phone interpreters from the Translation & Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Procedures for utilizing translation services will be presented at Professional Development meetings, during department & faculty conferences, and in reminder emails preceding events such as Parent/Teacher Conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster is displayed at the entrance of the school. All other required documents are made available to families who are in need of language assistance.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback from parents will be gathered through our website, parent survey, requests made to our Parent Coordinator and guidance counselor, as well as our administrative team and office staff.