



**GEORGE L. EGBERT INTERMEDIATE SCHOOL
IS 2**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 31R002

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 002 **SCHOOL NAME:** EGBERT INTERMEDIATE

SCHOOL ADDRESS: 333 MIDLAND AVENUE, STATEN ISLAND, NEW YORK 10306

SCHOOL TELEPHONE: 718-987-5336 **FAX:** 718-987-6937

SCHOOL CONTACT PERSON: ADRIENNE STALLONE **EMAIL ADDRESS:** ASTALLONE@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James De Francesco, Assistant Principal

PRINCIPAL: Adrienne Stallone

UFT CHAPTER LEADER: Antonia Cicchelli

PARENTS' ASSOCIATION PRESIDENT: Lori Fiorito / Susan Kenny

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 303

NETWORK LEADER: DR. KATHLEEN LAVIN

SUPERINTENDENT: ERMINIA CLAUDIO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Adrienne Stallone	*Principal or Designee	
Antonia Cicchelli	*UFT Chapter Chairperson or Designee	
Lori Fiorito	*PA/PTA President or Designated Co-President	
Susan Kenny	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
James De Francesco	Member/ SLT Chairperson	
Deborah Massa	Member/ UFT	
Nancy Pica	Member/ Parent	
Miguel Rodriguez	Member/ Parent	
Lauren Schwalb	Member/ UFT	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Egbert Intermediate School is an ethnically diverse school reflecting nearly 30 different languages and nationalities in our student body. Egbert Intermediate School is comprised of three smaller learning communities: Academy of the Arts; Academy of Business Communication and Law; and Academy of Science and Technology. These Academies serve to meet the needs and interests of the student on the individual level. Students are given individualized academic programs and are placed by audition and/or interest into the Vocal Music, Instrumental Music, Acting or Talent Art classes.

Each academy has its own mission and vision statement, yet each are linked to the overall vision of IS 2: to provide a rigorous and enriched academic setting that will produce lifelong learners who will contribute to society in a meaningful and positive way. The Academy of the Arts seeks to provide students with the skills and knowledge to become active and engaging participants on the world stage. By striving to exceed the academic standards in a rigorous yet creative manner, students will develop an understanding of how various art forms influence many aspects of our daily lives; see and connect the importance of the arts to all curricula areas; and acquire an expanded knowledge of how the different art forms have shaped our diverse cultures of the past and present.

The Academy of Science and Technology envisions a distinctively different 21st –Century learning community where knowledge can be applied by its students to the immediate solutions of critical scientific and technological challenges, thereby advancing the greater global good. These students will develop the necessary critical thinking and technological skills to prepare them to be life-long learners.

The Academy of Communications, Business and Law provides students with the required skills to become successful participants in both their local and world communities by providing students with a rigorous standards based curriculum focusing on the integration of communications, technology and legal studies throughout each of the subject areas.

IS 2 has chosen to implement the Core Knowledge Curriculum. This content rich curriculum, aligned with the NYS standards, has helped to create a unique learning environment for both the staff and students. Teachers are working

collaboratively on interdisciplinary lessons centered on the social studies curriculum while integrating the ELA and science curricula. Accelerated grade 6, 7 & 8 students are offered an Integrated Algebra and Spanish/Italian Proficiency track leading to high school Regent's credit upon graduation.

Egbert has established a professional learning community through the implementation of the academy system where teachers are able to meet and plan interdisciplinary lessons across the grades. The Egbert faculty is offered an array of professional development opportunities from the CFN 303, DOE providers and outside sources. Professional development is based on teacher need and interest always with an eye towards meeting the needs of the student.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	I.S. R002 George L. Egbert			
District:	31	DBN #:	31R002	School BEDS Code: 353100010002

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	X Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.9	91.7	TBD		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					93.8	93.7	TBD		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					47.6	42.9	58.2		
Grade 6	310	286	285	Students in Temporary Housing: Total Number					
Grade 7	323	308	304	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	317	334	328		5	7	TBD		
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					10	8	4		
Grade 12				Special Education Enrollment:					
Ungraded				(As of October 31)	2007-08	2008-09	2009-10		
Total	952	929	919						
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	71	84	87	Principal Suspensions	158	215	TBD		
No. in Collaborative Team Teaching (CTT) Classes	35	42	59	Superintendent Suspensions	21	28	TBD		
Number all others	67	69	68	<i>These students are included in the enrollment information above.</i>					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	43	40	47	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	6	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	68	69	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	3	TBD
	4	4	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.5	95.7	TBD
American Indian or Alaska Native	0.5	0.4	0.2	Percent more than two years teaching in this school	80.9	78.3	TBD
Black or African American	7.1	6.6	7.8	Percent more than five years teaching anywhere	66.2	68.1	TBD
Hispanic or Latino	23.5	22.9	25.7				
Asian or Native Hawaiian/Other Pacific Isl.	5.8	6.2	6.2	Percent Masters Degree or higher	84.0	91.0	TBD
White	63.0	63.8	60.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.4	88.4	TBD
Multi-racial							
Male	49.8	50.2	50.2				
Female	50.2	49.8	49.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)		√	
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	√	√					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Other Groups							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	67.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	7.2	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	38.4	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Over the past three years Egbert Intermediate has continued to make gains in student achievement on NYS Assessments. However most recent test data reveals that the gains realized are in the NYS Math Assessment and the NYS Science assessment. The test data from the NYS ELA Assessment indicates that all but three subgroups are in good standing. These subgroups comprise a significant portion of the Egbert student population: Special Needs Students (23%) and ELLs (7%).

Egbert is currently in its fourth year of the academy structure that was implemented in the '07-'08 school year. This project was a joint effort involving teachers, administrators, students and parents. The establishment of the academy structure has allowed Egbert to create smaller learning communities allowing school personnel to focus on individual student needs and progress. In addition, the new structure has provided the student's with a renewed sense of pride in their school and responsibility for their education. The students have been able to participate in interdisciplinary projects and academy-wide events that make connections to the "real world" and deepen their understanding of the curriculum.

Based on the analysis above, Special Needs students will again become a focus of the Data Inquiry (DI) process with respect to gains in ELA and Science. In addition delivery of services to our ESL students will again become a priority with respect to exposure to all areas of the curriculum.

An additional area of concern has become the rate of student suspensions. This year Egbert will be implementing a positive behavior intervention program called Connect For Kids with the intent of reducing disciplinary actions and providing alternative avenues for conflict resolution and peer mediation.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1. During the 2010-11 school year, the Special Needs Student group and the English Language Learners student group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring level 3 and 4 on the Grade 8 NYS Science assessment.**

- 2. During the 2010-11 school year, the Special Needs Student group and the English Language Learners student group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring level 3 and 4 on the NYS ELA assessment.**

- 3. During the 2010-11 school year, Egbert will be implementing a positive behavior intervention program called Connect For Kids with the intent of reducing disciplinary actions by 25% as measured by OORS reporting system.**

	<p>PARENTS RESPONSIBLE STAFF –Parent Coordinator, Administration, Teachers, DOE, ISC, UFT TARGET POPULATION – Parents</p> <ul style="list-style-type: none"> • Parent workshops will be scheduled by Parent Coordinator for parents to inform them of curriculum and identification of strategies to support classroom instruction. • Parents will be invited to attend Foreign Culture Fair, Career Day, Science Fair, Social Studies Fair, Band Concerts, Chorus Concerts, Spring Play Production and Family Talent Night. • Parents will be invited to attend PTA meetings/presentations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding sources will include, but are not limited to:</p> <ul style="list-style-type: none"> • Title I • Title III • Fair Student Funding • C4E (Time-on-Task) • Tax Levy • SINI Grant • ARRA
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 80% of students will show growth as measured by the November Benchmark (Glencoe) Assessment. • 70% of students will have completed the appropriate lab reports as required by the November scope and sequence; 80% by March. • 80% of students will show growth as measured by the March Benchmark (Glencoe) Assessment.

	<p><u>PROFESSIONAL DEVELOPMENT</u> RESPONSIBLE STAFF – Teachers, Administration, CFN 303, RSSC, BETAC, DOE, ISC, UFT TARGET POPULATION – Teachers, Administration</p> <ul style="list-style-type: none"> Professional development will be scheduled for all relevant staff that is designed to foster understanding and use of student data to plan targeted instruction to meet demonstrated student needs. Schedule professional development in data analysis, creating rubric based tasks, and differentiating instruction. <p><u>PARENTS</u> RESPONSIBLE STAFF –Parent Coordinator, Administration, Teachers, DOE, ISC, UFT TARGET POPULATION – Parents</p> <ul style="list-style-type: none"> Parent workshops will be scheduled by Parent Coordinator for parents to inform them of curriculum and identification of strategies to support classroom instruction. Parents will be invited to attend Foreign Culture Fair, Career Day, Science Fair, Social Studies Fair, Band Concerts, Chorus Concerts, Spring Play Production and Family Talent Night. Parents will be invited to attend PTA meetings/presentations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding sources will include, but are not limited to:</p> <ul style="list-style-type: none"> Title I Title III Fair Student Funding C4E (Time-on-Task) Tax Levy SINI Grant ARRA
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> 80% of students will show positive growth as measured by the November ITA. 70% of students will have completed the appropriate portfolio pieces as required by the November ELA curriculum map; 80% by June. Every student will have completed a minimum of 6 independent reading books by the end of November; 15 by the end of February; and 25 by June. 80% of students will show positive growth as measured by the March ITA.

	<p>PARENTS RESPONSIBLE STAFF –Parent Coordinator, Administration, Teachers, DOE, CFN, UFT TARGET POPULATION – Parents</p> <ul style="list-style-type: none"> • Parent workshops will be scheduled by Parent Coordinator for parents to inform them of curriculum and identification of strategies to support classroom instruction. • Parents will be invited to attend Foreign Culture Fair, Career Day, Science Fair, Social Studies Fair, Band Concerts, Chorus Concerts, Spring Play Production and Family Talent Night. • Parents will be invited to attend PTA meetings/presentations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding sources will include, but are not limited to:</p> <ul style="list-style-type: none"> • Title I • Title III • Fair Student Funding • C4E (Time-on-Task) • Tax Levy • SINI Grant • ARRA
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 10%reduction in occurrences by 12/1/10 • 15% reduction in occurrences by 3/10/11 • 25% reduction of occurrences by6/1/11

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	65	33	65	65	15	0	8	8
7	79	78	79	79	26	0	12	7
8	70	83	70	70	35	0	13	9
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Read 180, Wilson, Great Leaps Extended Day, ACHIEVE 3000, Saturday ELA and Science Program	Students that scored in level 1 and 2, including special education and ELL students, will receive direct instruction of fundamental skills through these academic intervention programs. The needs of at-risk students will continue to be addressed through these AIS programs. The ELA focused Saturday programs will commence in December 2009 and will continue through April 2010.
Mathematics: FastMath and Extended Day.	Students that scored in level 1 and 2, including special education and ELL students, will receive direct instruction of fundamental skills through these academic intervention programs. The needs of at-risk students will continue to be addressed through these AIS programs.
Science: Addressed through ELA and Math curriculum, Saturday ELA and Science Program and Extended Day.	Students that scored in level 1 and 2, including special education and ELL students, will receive direct instruction of fundamental skills through these academic intervention programs. The needs of at-risk students will continue to be addressed through these AIS programs. The Science focused Saturday program will commence in December 2009 and will continue through April 2010. Students will receive additional instruction and support in connection with the completion of the 8 th grade exit projects.
Social Studies: Addressed through ELA curriculum and Extended Day.	Students that scored in level 1 and 2, including special education and ELL students, will receive direct instruction of fundamental skills through these academic intervention programs. The needs of at-risk students will continue to be addressed through these AIS programs. Students will receive additional instruction and support in connection with the completion of the 8 th grade exit projects.
At-risk Services Provided by the Guidance Counselor: Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Individual counseling and/or small group counseling is provided on a weekly basis. Family interventions, special individual and/or group interventions with holdover students are provided as needed. Consultation with parents and teachers and administration is provided regularly.
At-risk Services Provided by the School Psychologist: Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Individual counseling and/or small group counseling is provided on a weekly basis. Family interventions, special individual and/or group interventions with holdover students are provided as needed. Consultation with parents and teachers and administration is provided regularly.
At-risk Services Provided by the Social Worker: Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Individual counseling and/or small group counseling is provided on a weekly basis. Family interventions, special individual and/or group interventions with holdover students are provided as needed. Consultation with parents and teachers and administration is provided regularly.

**At-risk Health-related Services:
Administration of Medical Services**

Students are provided medical treatment and medication as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6,7,8 Number of Students to be Served: 60 LEP Non-LEP

Number of Teachers 4 Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

IS 2 will implement an After School Literacy and Math Program that will focus on student created written products and spoken presentations aligned with NYS Learning Standards for ELA. In addition, an emphasis will be placed on literacy and numeracy across the curriculum as well as test sophistication in preparation for the upcoming NYS assessments in ELA and Math. The initial target population will be all ESL students; non-ESL students will be invited to attend space permitting. Current planning is for three groups of 20 students, one for each grade 6, 7 and 8. NYS certified content area teachers would provide instruction with the support of a push-in certified ESL teacher. The program will meet twice per week for 2 hours per session; the language of instruction will be English. The materials used will include, but are not limited to, NYS Coach ELA and NYS Coach Math test prep material.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development opportunities will include a combination of in-house and contracted services targeting instructional practices and methodologies designed to meet the needs of the ESL student. Topics to be addressed include: Fostering Algebraic Thought in the ESL Classroom; Effective Journal writing in the ESL Classroom; Differentiated Instruction in the ESL Classroom; and Newspapers and Magazines as Tools in the ESL Classroom. These PD sessions will be open to all teachers whether or not they have classes that presently contain ESL Students.

Section III. Title III Budget

School: 31R002 BEDS Code: 35310001002

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,043.00	Per session for professional staff (teachers and administration) to provide instruction for After School ELA and Math Program (January to April). 4 Teachers @ \$49.89 per hr x 4 hrs per week for 12 weeks = \$9579 1 Supervisor @ \$51.34 per hr x 4 hrs per week for 12 weeks = \$2464
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2957.00	Purchase of instructional materials for After School Literacy and Math Program (January to April) including (but not limited to) NYS ELA Coach books and NYS Math Coach books.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - **Data collection on home languages spoken is obtained from the home language survey. This information is compiled into a summary report to provide us with the various languages spoken by our students and their families.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - **Our students and their families speak 23 languages including Spanish, Albanian, Russian, Chinese, Vietnamese and other dialects. These findings are reported to the school community through the PTA and SLT meetings and annual school report card.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - **Monies have been allocated to hire translators to assist ELL parents. Parents will be afforded the opportunity to attend workshops and PTA functions. Parents will receive official school letters and notices in their native languages. Telephone contact with parents using staff members as translators, as needed.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - **Oral interpretation services will be provided by school staff for those parents who do not speak English. (e.g. several staff members are fluent in various languages and will assist in disseminating information). Per session will be offered.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- **Parents will be notified of their rights to written information in their native language by letters sent home and signage displayed at the front desk and the main office. Parents will be afforded every opportunity to communicate with staff in their native language by use of in-house oral interpreters.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	424,000	24,300	448,300
2. Enter the anticipated 1% set-aside for Parent Involvement:		4,200	4,200
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,200	*	21,200
4. Enter the anticipated 10% set-aside for Professional Development:	42,000	*	42,000

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____90%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- As part of our goal to increase the number of highly qualified teachers, we have made a concerted effort to align teachers' programs with their license area in order to reduce the number of periods taught outside their license area. In addition, we have afforded a number of teachers the opportunity to complete an on-line HOUSE survey thereby increasing the number of highly qualified. Administration has also targeted those teachers who are in the process of completing the necessary requirements for certification for additional professional development and assistance.**

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a. **A review of student performance in the areas of ELA and Mathematics was conducted in light of the School Report Card and NYC Progress Report.**
 - b. **Through use of NYSTART and ARIS, we have been able to drill down through the data to identify the targeted students who are performing at or above grade level.**
 - c. **A comprehensive review has been conducted focusing on curriculum maps and aligning instruction with state standards.**
 - d. **Supervisor observations have ensured that lessons are alignment with curriculum objectives and are assessment driven.**
 - e. **Classroom instruction is guided by available assessment data and teacher-student goal setting conferences.**

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

A. IS 2 has provided opportunities for all children to meet the State's proficient and advanced levels of student academic achievement by providing a standards based, student centered learning environment. We have established small learning communities through the implementation of the Academy structure and deployment of the Core Knowledge Curriculum school-wide through the Social Studies and ELA curriculum.

B. See Acton Plan

3. Instruction by highly qualified staff.
SEE APPENDIX 4, PART A, QUESTION 9
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
SEE ACTION PLAN
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

At present, we are working with the ISC, DHR and the NYC Teaching Fellows Program to fill positions where highly qualified teachers are needed.

6. Strategies to increase parental involvement through means such as family literacy services.
SEE ACTION PLAN

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. NA
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
SEE ACTION PLAN
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
SEE APPENDIX 1 Part B
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part of the funding is used to provide professional development for staff in the needs of our diverse populations including special education and English language learners.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: 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
TEMPLATE - MAY 2010

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			424,000	✓	13 -- 18
Title I, Part A (ARRA)	Federal	✓			24,300	✓	13 -- 18
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			15,000	✓	13 -- 18
Title IV	Federal			✓			
IDEA	Federal	✓			322,700	✓	13 -- 18
Tax Levy	Local	✓			6,000,000	✓	13 -- 18

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Y2 - Focused **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Egbert failed to make AYP in ELA for the SWD population. This failure is due in part to the limited time allowed for common planning between the special needs and content based teachers. In turn, the differentiation and modification of instruction was not sufficiently aligned to address the needs of our SWD population.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - **The intervention strategy follows a model where our Special Needs teachers are grade and content specific thus allowing the opportunity to provide focused and enriched instruction ELA as well as across all curriculum areas.**
 - **SEE ACTION PLAN ON PAGES 15 THROUGH 22.**

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
15
2. Please describe the services you are planning to provide to the STH population.
STH students are included in all programs, offerings, AIS, counseling, student activities and SES programs as offered to non-STH students.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. R002 George L. Egbert					
District:	31	DBN:	31R002	School		353100010002

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.9	91.7	91.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.8	93.7	94.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	286	285	329	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	308	304	294		47.6	58.2	62.5
Grade 8	334	328	311				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	7	25
Grade 12	0	0	0				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	929	919	935	(As of October 31)	2007-08	2008-09	2009-10
					10	8	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	84	87	80	Principal Suspensions	158	215	153
# in Collaborative Team Teaching (CTT) Classes	42	59	69	Superintendent Suspensions	21	28	34
Number all others	69	68	64				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	69	67
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	19	13
# receiving ESL services only	40	47	TBD				
# ELLs with IEPs	6	19	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	5	3	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	22	% fully licensed & permanently assigned to this school	98.5	95.7	100.0
				% more than 2 years teaching in this school	80.9	78.3	88.1
				% more than 5 years teaching anywhere	66.2	68.1	73.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	91.0	92.5
American Indian or Alaska Native	0.4	0.2	0.1	% core classes taught by "highly qualified" teachers	80.4	88.4	88.1
Black or African American	6.6	7.8	8.3				
Hispanic or Latino	22.9	25.7	28.0				
Asian or Native Hawaiian/Other Pacific	6.2	6.2	6.8				
White	63.8	60.1	56.5				
Male	50.2	50.2	50.5				
Female	49.8	49.8	49.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2				v	
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				WD	
Overall Score:	36.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				WD	
School Environment:	5	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD	
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	19.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 303	District 31	School Number 002	School Name EGBERT INTERMEDIATE
Principal ADRIENNE STALLONE		Assistant Principal ADAM NEWMAN	
Coach MARY DANKE/AP		Coach type here	
Teacher/Subject Area IRA BLAUSTEIN/IEP TEACHER		Guidance Counselor MEGHAN AMMIRATO	
Teacher/Subject Area SAM SANG/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator LISA LIVORSI	
Related Service Provider ROSEANNE IDONE		Other type here	
Network Leader DR. KATHLEEN LAVIN		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	65

C. School Demographics

Total Number of Students in School	936	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	6.62%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

At the time of registration, parents complete the Home Language Identification Survey (HLIS). The ESL teacher and pupil accounting secretary interview the family to discuss the survey. The LAB R in Spanish and English is administered to determine placement and eligibility for services. Within 10 days, the ESL Teacher holds an orientation meeting with the newly enrolled family where they view a film describing the Transitional Bilingual, Dual Language and Freestanding ESL programs in the family's native language. The family is also provided instructional materials in their native language. After the presentation, there is a question and answer period where the family is informed as to where the program they are interested in would be offered.

A review of available databases (i.e. ATS and ARIS) is conducted to review student eligibility for the NYSESLAT. After the data has been verified, students are scheduled for the assessment in the Spring.

Parents receive and complete the program selection forms at the time of the meeting. If there is a need for translations services, the school can provide assistance in Chinese, Spanish, Hebrew and Italian; for all other languages services are provided via the telephone.

A review of Parent Survey and Selection forms for the past several years indicates that parents prefer (100%) the Freestanding ESL program. Those parents who opt for an alternative program are informed that only a Freestanding ESL program is offered and that their request for an alternate program would require a change of school. Moreover, the number of families requesting is insufficient to provide the program at IS 2.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) 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"/>

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	23
		Special Education	27

SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	15
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23		2	24		16	15		9	62
Total	23	0	2	24	0	16	15	0	9	62

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	12	10					33
Chinese							2	1	1					4
Russian							1	1	2					4
Bengali														0
Urdu							1	1						2
Arabic							3	2	1					6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian							5	1	2					8
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	26	19	17	0	0	0	0	62

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

A freestanding ESL program is used in our school. All instruction is in English. ESL students receive the mandated units of instruction based on the proficiency level of the student as determined by the LAB-R or NYSESLAT scores (either 180 or 360 minutes). The program model is Ungraded and utilizes a pull out strategy supplemented by the use of push-in general education classroom teachers who support ESL instruction across the curriculum. All students have 90 minute literacy and math blocks that incorporate ESL strategies in the content areas. Classroom teachers collaborate with the ESL teacher to meet the needs of the ESL student and are aware of the proficiency levels of the ESL students in their classrooms. Professional development is made available to all teachers to increase their understanding of the needs of the ESL student. A variety of instructional methods are employed in the classroom to create visual and concrete examples for the students as they cover the standardized curriculum. The ESL student is provided the opportunity to read books in their native language and have materials in their classroom on a level which encourages them to read. Students work in small collaborative groups to provide assistance and develop vocabulary skills. When possible, students are paired with a peer tutor to facilitate instruction. At present, all ELLs, including Long Term, students with 4 to 6 years of service, newly admitted and SWDs, are enrolled in the Achieve 3000 program to support language acquisition and fluency. Moreover, they are encouraged to participate in our afterschool and Saturday programs funded by Title III.

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

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

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

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

The targeted interventions for ELLs include content area teachers that push-in to the ESL classroom. In addition, ELLs are participating in an on-line Math program, V-Math, which is geared to their level of English proficiency. Transitional support can be found in the form of small group instruction in the content area classroom as well as extended time on formal assessments. All ELLs are using leveled reading material based on the F&P assessments. All ELLs participate in school-wide programs such as Social Studies Fair, Science Fair, Foreign Culture Fair, Family Night and all afterschool programs (i.e. United Activities Unlimited). Moreover, all ELLs have the opportunity to participate in Egbert's enrichment programs (i.e. Vocal Music, Instrumental Music and Fine Art). Eighth grade ELLs are offered either Spanish or Italian as a language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers are provided with a list of PD opportunities as offered by various providers, i.e. CFN 303, BETAC, NYCDOE and the UFT. Teachers are encouraged to select those PD opportunities that are consistent with their educational goals, interest and student populations. Staff members work closely with the Language Allocation Policy Team to assist in the transition of ELLs from elementary to middle school in the form of meetings designed to monitor and highlight academic and social performance. Additional PD is provided in-house to meet or exceed the minimum 7.5 hour requirement of ELL training for all staff. This PD takes the form of workshops geared to address Differentiated Instruction in the ELL classroom and meeting the needs of the ELL student in the content areas. This PD is monitored by the LAP Team and teachers are selected to attend on a rotating basis.

E. Parental Involvement

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

All parents of ELLs are contacted by the Parent Coordinator and Parent Teacher Association to attend all school functions and activities. Through the use of the automated messaging system, School Messenger, notices are sent in the language indicated on the HLIS. In addition, translation services are available for face-to-face meetings. Parents of ELLs are informed of the on-site services offered, i.e. SAPIS, Staten Island Mental Health, Social Worker and guidance counselors, to address any needs that may arise. Through the auspices of United Activities Unlimited, adult ESL classes are offered (budget and enrollment permitting).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	1	4					8
Intermediate(I)							5	7	6					18
Advanced (A)							17	9	5					31
Total	0	0	0	0	0	0	25	17	15	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	0	1				
	I							2	2	0				
	A							10	10	6				
	P							12	5	8				
READING/ WRITING	B							3	1	4				
	I							5	7	6				
	A							15	6	5				
	P							2	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	10			17
7	8	8			16
8	5	10			15
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		11		3				19
7	5		3		10				18
8	4		10		4				18
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		9		7		1		19
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		3		7				19
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

At present, Fountas and Pennell levels are used to assess the early literacy skills of our Ell population. The most recent benchmarks indicate the majority of the population is performing at Level P/Q (approximately 3rd and 4th grade level). The implication here is that our students are performing two to three years below grade level. Therefore, attention has been given to instruction that supports the acquisition of literacy and vocabulary to bring this population up to grade level. To that end, students are using Achieve 3000 to provide a targeted intervention.

A review of the recent NYSESLAT performance indicates 44% the ELL populaiton is performing at a Proficient level when looking at

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		