



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GEORGE L. EGBERT INTERMEDIATE SCHOOL – IS 2

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R002

PRINCIPAL: ADRIENNE STALLONE **EMAIL:** ASTALLONE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
ADRIENNE STALLONE	*Principal or Designee	
ANTONIA CICCHELLI	*UFT Chapter Leader or Designee	
SUSAN KENNY	*PA/PTA President or Designated Co-President	
THERESA KEANE	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/ CHAIRPERSON -- CSA	
DEBORAH MASSA	Member/UFT	
LAUREN SCHWALB	Member/UFT	
ANGELA ARMINANTE	Member/UFT	
ANNA VARRICCHIO	Member/PARENT	
HOLLY MARSILLO	Member/PARENT	
ALICE LEON	Member/PARENT	
MIGUEL RODRIGUEZ	Member/PARENT	
DAWN LOFARO	Member/PARENT	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, Limited English Proficient and Students with Disabilities student subgroups will demonstrate progress towards achieving state standards as **measured** by a 5% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student subgroups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use assessment data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Creation of a Data Resource Center: A resource center will be designated so that instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the center, focusing on ELLs/SWDs and at risk students. Activities carried out in the center will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.
- Responsible Staff Members: Assistant Principal and Data Specialist.
- Implementation Timeline: September & October 2011.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates (ACUITY): November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - how to use ARIS Parent Link and
 - how to monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has implemented a literacy curriculum aligned with the CCLS that focuses on improving the writing and comprehension skills that SWDs and ELLs will need in order to ensure successful performance on the NYS ELA assessment.
- All SWDs and ELLs will participate in Achieve 3000, and in some instances READ 180, as part of the overall instructional program.
- Guidance counselors will continue to work with and monitor these groups as part of the school's efforts to improve attendance for SWD's and ELLs.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, the Black student subgroup will demonstrate progress towards achieving state standards as **measured** by a 5% increase in this subgroup scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the Black student subgroup, which has underperformed other student groups for the past three years. As a result, we have made progress for our Black student subgroup a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use assessment data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing Black student subgroup and students in the Black student subgroup.
- Responsible Staff Members: Assistant Principals and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Creation of a Data Resource Center: A resource center will be designated so that instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the center, focusing on Black students and at risk students. Activities carried out in the center will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Population(s): Teams of Teachers working with subgroups not making acceptable gains.
- Responsible Staff Members: Assistant Principals and Data Specialist.
- Implementation Timeline: September & October 2011.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates (ACUITY): November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State’s academic content standards
 - the State’s student academic achievement standards;
 - the State’s and local academic assessments including alternate assessments;
 - how to use ARIS Parent Link and
 - how to monitor their child’s progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has implemented a literacy curriculum aligned with the CCLS that focuses on improving the writing and comprehension skills needed in order to ensure successful performance on the NYS ELA assessment.
- Cultural Libraries have been purchased for use in the ELA classrooms.
- All Black students will participate in Achieve 3000, and in some instances READ 180, as part of the overall instructional program.
- Guidance counselors will continue to work with and monitor these groups as part of the school’s efforts to improve attendance for this subgroup.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, Limited English Proficient students will demonstrate progress towards achieving state standards as **measured** by a 5% increase in this subgroup scoring at Level 3 & 4 on the NYS Math assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the Math assessment, except for the ELL student group, which have underperformed other student groups for the past three years. As a result, we have made progress for our ELL subgroup a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use assessment data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing ELLs and students in the ELL subgroup.
- Responsible Staff Members: Assistant Principals for ELLs and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Creation of a Data Resource Center: A resource center will be designated so that instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the center, focusing on ELLs and at risk students. Activities carried out in the center will include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Population(s): Teams of Teachers working with ELLs, and former ELLs not making acceptable gains.
- Responsible Staff Members: Assistant Principal and Data Specialist.
- Implementation Timeline: September & October 2011.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates (ACUITY): November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - how to use ARIS Parent Link and
 - how to monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers Math teachers.
- The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- In accordance with the Citywide Instructional Expectations, all Math teachers have received PD regarding implementation and practice.
- All students will be engaged in rigorous mathematics tasks that oblige them to construct and explore the reasoning behind arguments to arrive at a practical solution.
- Guidance counselors will continue to work with and monitor these groups as part of the school's efforts to improve attendance for this subgroup.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
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- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, the Black student subgroup will demonstrate progress towards achieving state standards as **measured** by a 5% increase in this subgroup scoring at Level 3 & 4 on the NYS Math assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the Math assessment, except for the Black student subgroup, which has underperformed other student groups for the past three years. As a result, we have made progress for our Black student subgroup a priority goal for the school year.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use assessment data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing Black student subgroup and students in the Black subgroup.
- Responsible Staff Members: Assistant Principals and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Creation of a Data Resource Center: A resource center will be designated so that instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the center, focusing on Black students and at risk students. Activities carried out in the center will include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Population(s): Teams of Teachers working with subgroups not making acceptable gains.
- Responsible Staff Members: Assistant Principal and Data Specialist.
- Implementation Timeline: September & October 2011.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates (ACUITY): November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - how to use ARIS Parent Link and
 - how to monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers Math teachers.
- The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- In accordance with the Citywide Instructional Expectations, all Math teachers have received PD regarding implementation and practice.
- All students will be engaged in rigorous mathematics tasks that oblige them to construct and explore the reasoning behind arguments to arrive at a practical solution.
- Guidance counselors will continue to work with and monitor these groups as part of the school's efforts to improve attendance for this subgroup.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

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- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	106	106	106	106	26	0	5	49
7	125	125	125	125	20	0	2	41
8	120	120	120	120	25	0	12	24
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA: Read 180, Wilson, Great Leaps Extended Day, ACHIEVE 3000, Saturday ELA Program	Students that scored in level 1 and 2, including SWDs, ELLs and other underperforming subgroups, 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 2011 and will continue through April 2012 (budget permitting).
Mathematics: Extended Day, Saturday Math Program, School of One	Students that scored in level 1 and 2, including SWDs, ELLs and other underperforming subgroups 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 Math focused Saturday programs will commence in December 2011 and will continue through April 2012 (budget permitting).
Science: Addressed through ELA and Math curriculum, Saturday ELA and Math Program and Extended Day.	Students that scored in level 1 and 2, including SWDs, ELLs and other underperforming subgroups 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 and Math focused Saturday program will commence in December 2011 and will continue through April 2012 (budget permitting). 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 SWDs, ELLs and other underperforming subgroups 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: Testing/Evaluation, Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Individual counseling and/or small group counseling is provided on a weekly basis. Student testing/assessment to identify areas of need or proper academic placement. 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.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

GEORGE L. EGBERT INTERMEDIATE SCHOOL

Adrienne Stallone, Principal
333 Midland Avenue
Staten Island, New York 10306

SCHOOL PARENTAL INVOLVEMENT POLICY

2011-2012

PART I – GENERAL EXPECTATIONS

The George L. Egbert Intermediate School #2 agrees to implement the following statutory requirements:

- ❑ The school will put into operation programs, activities and procedures for the involvement of all parents and students, since we are Title I Schoolwide, consistent with *Section 1118-Parental Involvement* of the Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ❑ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ❑ The school will involve the parents of all children involved in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 118-Parent Involvement of the ESEA.*

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The George L. Egbert Intermediate School #2 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA:
 - Parent Coordinator forums during *and* after school
 - P.T.A. meetings during *and* after school
 - Workshops from District staff and school-based staff
2. The George L. Egbert Intermediate School #2 will take the following actions to involve parents in the process of school review and improvement under *Section 1116-Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - School Leadership Team members, P.T.A., and announcements mailed to all parents, re: information, surveys, etc.
3. The George L. Egbert Intermediate School #2 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental

involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Parent survey was distributed by the Parent Coordinator. Tallied responses to needs of parents for future P.D. Parent Workshop
- The evaluation was conducted by the Egbert, I.S. 2, Parent Coordinator
- Provide parents an organized, on-going and timely way to become involved in the planning, review and improvement TITLE I programs by participation in School Leadership Team and sub-committees, P.T.A., volunteering for school activities/trips, events and assembly programs

4. The George L. Egbert Intermediate School #2 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.

George L. Egbert Intermediate School will meet the mandate to provide an annual meeting for parents of all students by:

- Advising parents of websites, workshops, guidance material through newsletters of various types (e.g. Parent Coordinator Newsletter, PTA Newsletter, School Newsletter)
- Providing workshops/meetings, newsletters, letters to parents, telephone messages to parents, student planners, school marquee, Leadership Team Survey/Questionnaire
- Providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement
- The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement

and coordinate parent programs and build ties between parents and the schools by:

- Convening ongoing P.D. meetings, outside agencies, coordinating with P.T.A. meetings, Parent Coordinator, Open House Policy whereby parents, teachers and all staff may feel free to ask for pertinent information and respond accordingly.
- Providing parents with timely information about programs, including school performance profiles, individual student assessments, a description of the curriculum, assessment and opportunities for parent involvement via school report card, quarterly progress reports, IEP conferences, 6th grade orientation, feeder school articulation, Principal letters home, student planners
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, and conduct and/or encourage participation in activities such as Parent Resource Centers that support parents in more fully participating in the education of their children by: Afterschool and Saturday School Programs, counseling for students whereby parents are invited to meet with Counselors to learn about tools to assist their children. Family Night whereby all school and community is invited to join together for dinner and Talent Show along with students' work displayed

The school will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent understands:

- All school notices are sent to parents/guardians and, where feasible, will be sent in native language.
- Provide for a jointly developed *School-Parent Compact* by distributing the parent-compact under the aegis of School Leadership Team
- The name of our school's representative to the District's Title I Parent Advisory Committee is: The PTA President.

SCHOOL-PARENT COMPACT

GEORGE L. EGBERT INTERMEDIATE SCHOOL
Adrienne Stallone, Principal

2011/2012 SCHOOL-PARENT COMPACT

The purpose of the School-Parent Compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The Parents' Responsibility

- ❑ As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- ❑ I will encourage my son/daughter to participate in at least one extra-curricular activity.
- ❑ I will seek information regarding my son's/daughter's progress by conferring with teachers, principals and other school personnel.
- ❑ I will attend parent conferences to discuss and participate in my son's/daughter's education.
- ❑ I will participate in parents' groups and support IS 2 activities.
- ❑ I will communicate in a positive manner regarding teachers, administration and other personnel when discussing school with my son/daughter.
- ❑ I will assure the school that my son/daughter will follow the rules and regulations of the school under the direction of The NYC Department of Education.
- ❑ I will assure the school that my son/daughter will dress according to the school's dress code.

The School's Responsibility

- ❑ IS 2 will solicit parent and community input (through meetings, interviews, questionnaires, survey, etc.) regarding the education of the students it serves.
- ❑ IS 2 will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- ❑ IS 2 will give assignments at least 3-4 times per week in each major subject area. Assignments will be an extension of what is learned in the classroom.
- ❑ Parents will be notified of school events in a timely, efficient manner.
- ❑ Training sessions/workshops on diverse topics and issues will be offered to parents and community members
- ❑ The school building will be used to foster the growth and advancement of the community by offering Parent Training Workshops, UAU Program and Salute to Music Program.
- ❑ IS 2 will offer instructional initiatives to parents at school wide meetings and parent conferences.
- ❑ IS 2 will inform parents of the individual achievement level of students.

This compact will be signed by the Student, Parent and Social Studies Teacher and kept in the student's Social Studies notebook.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R002 **School Name:** GEORGE L. EGBERT INTERMEDIATE SCHOOL -- IS 2

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The JIT findings centered on the underperforming subgroups (ELLs, SWDs and Black/African-American) in ELA. Additionally, there were findings that were connected to the lack of a full-time librarian and culturally responsive libraries in the classroom. These latter findings have already been addressed and the current SINI response plan is focused on academic interventions for the identified subgroups.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The intervention taken by IS 2 will be to form a curriculum committee to write and implement a curriculum that is research based and aligned with the Common Core Learning Standards. The committee will be comprised of the APs in charge of ELA and Math and teacher representatives from ELA, Math, ESL and special education departments. The curriculum writers will work to ensure that a range of instructional strategies, resource materials and technology are used to support literacy teaching and learning for all students across all curricula areas with a focus on ELLs and students with disabilities.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Professional Development will be given on the following topics: Interim assessments to monitor and revise ELA curriculum; use of rubrics with the language of the CCLS to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use assessment data to inform differentiated lesson planning. The delivery of the PD will be through the combination of DOE, Network, UFT, ELI and contract services where needed. Staff targeted for this PD will be teachers servicing the underperforming subgroups.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers will be paired with veteran staff members to provide targeted professional development. The program will incorporate one-on-one mentoring, inter-visitations and model lessons. New teachers will have the ability to work with veteran staff members in the areas of curriculum mapping, lesson planning, unit development, integration of CCLS, differentiation and supports for ELLs and SWDs. New teachers will be afforded the time to meet with mentors and curriculum specialists to develop a deeper understanding of the enduring understandings and essential questions.

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.

Parents and guardians will be informed of the school's identification for school improvement through meetings and written notices. The school will use the coordinated efforts of the Parent Coordinator, PTA, SLT and the DOE Translation and Interpretation Unit to provide notices in a language that parents can understand.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 002
School Name George L. Egbert Intermediate School			

B. Language Allocation Policy Team Composition [?](#)

Principal Adrienne Stallone	Assistant Principal Mary Danke
Coach type here	Coach type here
ESL Teacher Sam Sang	Guidance Counselor Elizabeth Duberstein
Teacher/Subject Area Ira Blaustein/IEP Teacher	Parent Anna Varrichio
Teacher/Subject Area type here	Parent Coordinator Lisa Livorsi
Related Service Provider Roseanne Idone	Other type here
Network Leader Richard Gallo	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	65
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	988	Total Number of ELLs	62	ELLs as share of total student population (%)	6.28%
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Part II: ELL Identification Process

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

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

Egbert Intermediate follows the NYS LEP Identification Process to determine the ESL needs of newly enrolled students. The screening process begins at the time of registration where parents complete the Home Language Identification Survey (HLIS). The ESL teacher, ESL Supervisor and the Pupil Accounting Secretary administer the HLIS and interview the family to discuss the survey. If the survey indicates that the student does not speak any other language than English, the student is not offered LEP services and enters a general education program. If the survey indicates that the student speaks a language other than English, or speaks little or no English, the initial assessment (i.e. LAB-R) is administered within 10 days. The student's performance on the LAB R, as administered by the ESL teacher, in Spanish and English is used to determine placement and eligibility for services. Should it be determined that the child qualifies for ESL services, 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 provided instructional materials in their native language, if necessary, that outlines the differences and similarities found in each model. The ESL teacher, along with other members of the LAP Team, use this opportunity to review the child's performance on the LAB-R and discuss the benefits of each model with respect to the child's individual needs. At the time of the informal interview, if it is identified that the parents and students speak a language other than English, or little or no English, translation services are offered in the native language. The school can provide on-site translation in Chinese, Spanish, Hebrew, Russian, Polish and Italian. If other languages are needed, arrangements are made through the Parent Coordinator's office. After the presentation, the family, student and members of the LAP team determine the program placement. Parents receive and complete the program selection forms at the time of the meeting; all forms are returned at the parent interview and are maintained by the ESL Supervisor. Under the direction of the ESL Supervisor and ESL teacher, letters indicating eligibility and placement in ESL services are sent to the parent following the completion of the parent selection meeting. A review of Parent Survey and Selection forms for the past several years indicates that parents prefer (100%) the Freestanding ESL program. On average, 10 to 12 newly enrolled students are eligible for LEP services each year. The newly enrolled families overwhelmingly choose 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 a TBE or Dual Language program is insufficient to provide the program at IS 2. Each year, in accordance with NYS testing protocol, a review of available data, including but not limited to, the following ATS reports: RLER, RLAT, RLAB, RPEX, REHX, RMSR, RNMR and RBEX are used to determine the students who are eligible for the NYSESLAT. The NYSESLAT is administered by members of the LAP team (ESL Teacher, and Subject Area Teachers). The process is supervised by the ESL Supervisor to ensure all four components (Reading, Writing, Listening and Speaking) are administered correctly and in accordance with NYS Testing protocol. Each year, under the direction of the ESL Supervisor, letters are sent to parents indicating the continued eligibility of ESL services.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							2	2	2					6
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)	19	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	33

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	0	10	0	2	33	0	18	62
Total	19	0	0	10	0	2	33	0	18	62

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	6	4					23
Chinese							5	2	1					8
Russian							6	2	1					9
Bengali														0
Urdu							3	2	1					6
Arabic							10	3						13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	1	1					3
Other														0
TOTAL	0	0	0	0	0	0	38	16	8	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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 overall proficiency level of the student as determined by the LAB-R or NYSESLAT scores (either 180 or 360 minutes for Beginner and Intermediate students). 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 that encourages them to read. Resources include, but are not limited to Achieve 3000, Read 180 and a differentiated anthology program from HBJ publishers targeted to LEP students. Students work in small collaborative groups to provide assistance and develop vocabulary skills. Where 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, SIFE and SWDs, are enrolled in the Achieve 3000 program to support language acquisition and fluency. Moreover, they are encouraged to participate in our after school and Saturday programs funded by Title III (when available). Ells who are also classified as SWD have access to all resources used in ELL instruction. In addition, they use a targeted instructional program from HBJ publishers to provide accessibility to the middle school curriculum. LTE students are provided additional support in the classroom through the use of small group and targeted skill instruction using the data revealed by the most recent NYSESLAT administration. All students, including ELL-SWDs, are provided with flexibility in scheduling to allow for compliance with all middle school mandates in all phases of the curriculum. ELL-SWDs are included in enrichment areas (i.e. Band and Chorus) and are encouraged to participate in extra-curricular programs as offered by the school. .

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

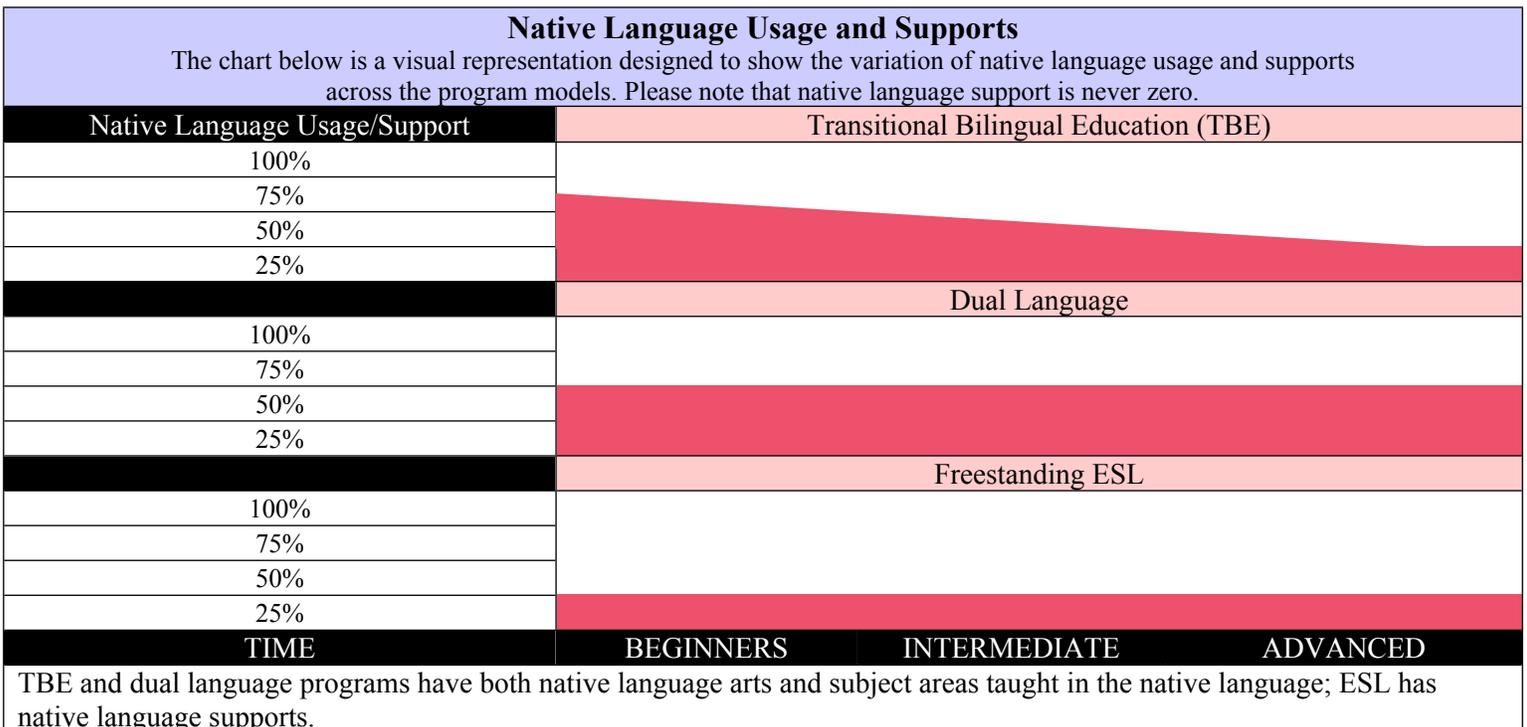
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The targeted interventions for ELLs include content area teachers (Math, Science and Social Studies) that push-in to the ESL classroom. All ESL students have access to glossaries for the content areas in their native language and Spanish speaking students are offered textbooks in Spanish. In addition, a number of ELLs (LTE and SWD) are utilizing READ 180, to assist in their English acquisition and proficiency. Transitional support can be found in the form of small group instruction in the content area classroom, native language glossaries and extended time on formal assessments. All ELLs are using leveled reading material based on the F&P assessments. Native language and cultural libraries have been recently purchased and placed in all classrooms serving ELLs. At present, no program or service targeted for ELLs will be discontinued. All ELLs participate in school-wide programs such as Social Studies Fair, Science Fair, Foreign Culture Fair, Family Night and all after school 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). Classrooms that contain ELLs or FELLs are equipped with SmartBoards to assist in instruction, in addition, all students have access to the laptop carts that are routinely used to support instruction. ELLs receive age and grade appropriate services and support in and out of the classroom. Where possible, newly enrolled ELL students and their families are invited to tour the school and meet with the LAP Team prior to the start of school. Families of currently enrolled ELLs are urged to attend orientation sessions in May and June of the previous year before they begin attending classes at Egbert. 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, APs, paraprofessionals, guidance counselors, special education teachers, psychologists, OTs, PTs, speech therapists and school support staff are provided with a list of PD opportunities as offered by various providers, i.e. CFN 604, NYCDOE, OELL and the UFT. All staff members 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 quarterly

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, APs, paraprofessionals, guidance counselors, special education teachers, psychologists, OTs, PTs, speech therapists and school support staff are provided with a list of PD opportunities as offered by various providers, i.e. CFN 604, NYCDOE, OELL and the UFT. All staff members 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 quarterly 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 (i.e. attendance records, library of handouts and other resources) and staff 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. Parents of ELLs are included in the annual Parent Survey as conducted by the Parent Coordinator. The survey is designed to identify and assess the needs of the school community in areas that range from support program identification to parent workshops to parent trips/activities. Using the automated messaging system, School Messenger, these surveys and notices are sent in the language indicated on the HLIS. In addition, translation services are available for face-to-face meetings as outlined above. 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). The survey responses are used to create meaningful and useful parental involvement activities. These activities vary from year to year depending on the needs of the population.

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)							1	0	2					3
Intermediate(I)							4	7	9					20
Advanced (A)							21	13	5					39
Total	0	0	0	0	0	0	26	20	16	0	0	0	0	62

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	0				
	I							0	0	1				
	A							15	4	5				
	P							15	14	10				
READING/ WRITING	B							0	3	1				
	I							6	6	8				
	A							12	6	1				
	P							12	4	6				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	9	1	0	24
7	7	10	4	0	21
8	10	5	0	0	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	7		17		2		1		27
7	2		11		5		0		18
8	5		5		6		1		17
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	5		6		5				16
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

At present, Fountas and Pennell levels along with Achieve 3000 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

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

School Name: Egbert Intermediate School

School DBN: 31R002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R002** School Name: **Egbert Intermediate School IS 2**

Cluster: **6** Network: **604**

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Egbert Intermediate School	DBN: 31R002
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

IS 2 will implement an After School Literacy and Math Program that will focus on student created written products and spoken presentations aligned with CCLS 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 approximately 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 for a total of nine weeks; 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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. In addition, targeted PD from QTEL will also be given to approximately 7 teachers (budget permitting) who will turnkey information to other staff.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Through the use of our CBO, United Activities Unlimited, computer literacy classes will be offered to parents of ELL students. The courses will include basic computer skills and English as a second language for adults. Costs will include materials needed for instructional purposes for approximately 20 parents for 6 weeks. Parents will be notified through the use of our School Messenger System, Parent Coordinator Contact List, PTA contact list and notices backpacked home with students.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> • Per session • Per diem 	7,280.00	Per session for professional staff (teachers and administration) to provide instruction for After School ELA and Math Program (January to March).3 Teachers @ \$49.89 per hr x 4 hrs per week for 9 weeks = \$5388 1 Supervisor @ \$51.34 per hr x 4 hrs per week for 9 weeks = \$1848
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	1,120	Purchase of OTEL professional Development for approximately 7 teachers 7 x \$155.00 per teacher = \$1,085
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	1,680	Purchase of instructional materials for After School Literacy and MathProgram (January to March) including (but not limited to) NYS ELACoach books and NYS Math Coach books.
Educational Software		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other	1,120	United Activities Unlimited computer literacy classes. Costs will include materials needed for instructional purposes for approximately 20 parents (i.e. basic computing books in Spanish and English (\$18 per book), English grammar (\$30.00 per book) and classroom supplies (\$160)
TOTAL	11,200	