



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** GEORGE L. EGBERT INTERMEDIATE SCHOOL – IS 2  
**DBN (i.e. 01M001):** 31R002  
**Principal:** ADRIENNE STALLONE  
**Principal Email:** [ASTALLONE@SCHOOLS.NYC.GOV](mailto:ASTALLONE@SCHOOLS.NYC.GOV)  
**Superintendent:** JESSICA JENKINS  
**Network Leader:** RICH GALLO

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
ADRIENNE STALLONE	*Principal or Designee	
MARK ZINK	*UFT Chapter Leader or Designee	
SUSAN KENNY	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
JAMES DE FRANCESCO	Member/ CHAIRPERSON -- CSA	
ELIZABETH DUBERSTEIN	Member/ UFT	
CHRISTINA CICCARELLI	Member/ UFT	
MIGUEL RODRIGUEZ	Member/ PARENT	
JEANMARIE IANDOLO	Member/ PARENT	
ANDREW ASPROMONTE	Member/ PARENT	
LAURA TIMONEY	Member/ PARENT	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, there will be a 4% increase in the median adjusted growth percentile for students in the lowest third as measured by the NYS CC ELA assessment.

### Comprehensive Needs Assessment

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

A review of the Progress Report for the previous three years indicates uneven performance as measured by the median adjusted growth percentile for the school's lowest third in ELA. In the 2010-2011 school year, the median adjusted growth percentile was 73.0; it decreased to 65.5 in the following school year and then increased to 78.0 in the 2012-2013 school year. Despite a gain of approximately 19%, the performance was not sufficient to meet AYP for the targeted populations. As a result, we have made progress for this subgroup a priority goal for the school year.

### Instructional Strategies/Activities

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

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

1. In coordination with our CFN, the achievement coach will meet with instructional leads on a regular basis to provide training and support in using student performance data to plan instructional next steps. During these meetings the achievement coach and instructional leads engage in the following activities: developing facilitation skills, engaging in problem-solving strategies to support teacher progress towards the school's focus on Questioning and Discussion techniques (Danielson's 3B), and support the instructional leads in adapting common core aligned units, and support inquiry teams with analyzing student work and identifying strategies for struggling students. The special education instructional specialist meets with lead teachers as needed to support access points in common core aligned units of study. During Common Planning periods, teachers will use a standardized protocol, focusing on inquiry and instruction; teacher teams will be able to identify student strengths and weaknesses as well as instructional interventions that are tailored to these needs.
2. The school will participate in the MSQI (Middle School Quality Initiative) to target 6th grade students who are performing below grade level expectations in ELA as measured by the DRP.

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

1. Instructional Leaders, ELA Teachers servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist
2. Teams of Teachers working with servicing the lowest third population not making acceptable gains, Assistant Principals and Data Specialist.

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and MSQI during Common Planning periods. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS and student achievement.
2. Staff determined that a 2% increase in student performance as identified through the DRP would be the interim benchmark used 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.

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

1. DRP administration: October 2013, January 2014 and March 2014

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

1. Through the support of the CFN, Special Needs and General Education achievement coaches will work with instructional leads and teacher teams to review student work to identify student strengths, areas of need, trends and any skill deficiencies that may be present. This work will also be supported through MSQI, not only through the program materials, but in the form of an instructional coach who will work with teachers of the targeted populations to implement achievement strategies, such as Word Generation, to assist in the acquisition of necessary literacy skills.
2. See Number 1.

### **Strategies to Increase Parental Involvement**

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

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; and how to use ARIS Parent Link to monitor their child's progress. In addition, parents have been made aware of the high learning expectations and the changes in the CCLS through monthly PTA meetings and informational emails provided by our Parent Coordinator. ARIS Parent Link and EngageNY are but two of the many resources that have been provided for families to learn more about the CCLS and its impact on student learning.

### **Budget and Resource Alignment**

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

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

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By June 2014, there will be a 4% increase in the median adjusted growth percentile for students in the lowest third as measured by the NYS CC Math assessment.

#### **Comprehensive Needs Assessment**

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

A review of the Progress Report for the previous three years indicates uneven performance as measured by the median adjusted growth percentile for the school's lowest third in Math. In the 2010-2011 school year, the median adjusted growth percentile was 61.0; it decreased to 53.0 in the following school year and then increased to 72.5 in the 2012-2013 school year. Despite a gain of approximately 37%, the performance was not sufficient to meet AYP for the targeted populations. As a result, we have made progress for this subgroup a priority goal for the school year.

#### **Instructional Strategies/Activities**

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

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

1. In coordination with our CFN, the achievement coach will meet with instructional leads on a routine basis. During these meetings the achievement coach and instructional lead will engage in problem-solving strategies to assist teachers with deepening their understanding of the instructional shifts in mathematics, adapting/adopting rich tasks for math inquiry, and questioning techniques to develop mathematical understanding. The special education instructional specialist meets with lead teachers as needed to support access points in common core aligned units of study. During Common Planning periods, teachers will use a standardized protocol, focusing on inquiry and instruction; teacher teams will be able to identify student strengths and weaknesses as well as instructional interventions that are tailored to these needs.

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

1. Instructional Leaders, Math Teachers and Teacher Teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments (School Net) during Common

Planning. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS. Staff determined that a 2% increase in student performance as identified through the periodic assessments would be the interim benchmark used 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.

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

1. Periodic Assessment Administration: October 2013, January 2014 and March 2014

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

1. Through the support of the CFN, Special Needs and General Education achievement coaches will work with instructional leads and teacher teams to review student work to identify student strengths, areas of need, trends and any skill deficiencies that may be present. This work will also be supported through a component of MSQI where an instructional coach will work with teachers of the targeted populations to implement achievement strategies to assist in the acquisition of necessary skills.

**Strategies to Increase Parental Involvement**

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

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; and how to use ARIS Parent Link to monitor their child's progress. In addition, parents have been made aware of the high learning expectations and the changes in the CCLS through monthly PTA meetings and informational emails provided by our Parent Coordinator. ARIS Parent Link and EngageNY are but two of the many resources that have been provided for families to learn more about the CCLS and its impact on student learning.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June of 2014, 50% of students with disabilities will demonstrate an increase in scale score of 10 points as measured by the NYS CC Math assessment.

**Comprehensive Needs Assessment**

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

A review of the 2013 NYS CC Math Assessment indicates that 78% of SWDs achieved a proficiency level of 1. As a result, we have made progress for this subgroup a priority goal for the school year

**Instructional Strategies/Activities**

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

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

1. In coordination with our CFN, the achievement coach will meet with instructional leads on a routine basis. The special education instructional specialist meet will with teacher teams servicing the SWD population to support access points in common core aligned units of study. During these meetings the achievement coach and instructional lead will engage in problem-solving strategies to assist teachers with deepening their understanding of the instructional shifts in mathematics, adapting/adopting rich tasks for math inquiry, and questioning techniques to develop mathematical understanding.

During Common Planning periods, teachers will use a standardized protocol, focusing on inquiry and instruction; teacher teams will be able to identify student strengths and weaknesses as well as instructional interventions that are tailored to these needs.

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

1. Instructional Leaders, Math Teachers and Teacher Teams servicing SWDs and students in the lowest third, Assistant Principals and Data Specialist

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments (School Net) of SWDs during Common Planning. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS. Staff determined that a 2% increase in student performance as identified through the periodic assessments would be the interim benchmark used 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.

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

1. Periodic Assessment Administration: October 2013, January 2014 and March 2014

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

1. Through the support of the CFN, Special Needs achievement coaches will work with instructional leads and teacher teams to review student work to identify student strengths, areas of need, trends and any skill deficiencies that may be present. This work will also be supported through a component of MSQI where an instructional coach will work with teachers of the targeted populations to implement achievement strategies to assist in the acquisition of necessary skills.

**Strategies to Increase Parental Involvement**

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

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; and how to use ARIS Parent Link to monitor their child's progress. In addition, parents have been made aware of the high learning expectations and the changes in the CCLS through monthly PTA meetings and informational emails provided by our Parent Coordinator. ARIS Parent Link and EngageNY are but two of the many resources that have been provided for families to learn more about the CCLS and its impact on student learning.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

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

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**  
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

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

**Budget and Resource Alignment**

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

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

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### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	MSQI, Read 180, System 44, Wilson, Great Leaps, Extended Day, Saturday ELA Program	Small group and one-to-one	During and after school
<b>Mathematics</b>	MSQI component, Extended Day, Saturday Math Program	Small group and one-to-one	During and after school
<b>Science</b>	Addressed through ELA and Math curriculum, Saturday ELA and Math Program and Extended Day.	Small group and one-to-one	During and after school
<b>Social Studies</b>	Addressed through ELA curriculum and Extended Day.	Small group and one-to-one	During and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Testing/Evaluation, Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Small group and one-to-one	During and after school

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in all disciplines. 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. Teachers are instructed to become HQ under the BEDS or HOUSE. Teacher support is also provided through programs such as MSQI, Arts Achieve grant, Urban Advantage and Hochman Writing Program. Each of these programs offers the opportunity for teachers to work with curriculum specialists and other pedagogues in an interdisciplinary environment to develop best practices across the curricula areas.

**High Quality and Ongoing Professional Development**

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

During the 2013-2014 Academic year, teacher teams will participate in targeted professional development focusing on CCSS. Staff members will receive PD in the implementation of the new literacy program (CODEX) and math program (CMP3). Staff members will also receive ongoing PD and support through MSQI. The PD will be provided by DOE, CFN and instructional specialists from Scholastic and Pearson.

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

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

At present, Egbert Intermediate does not receive any funding other than those identified in the Budget and Resource Alignment section above. However, ATS is routinely audited to check the current status of each student should there be change in status. Should Egbert receive additional funding streams, those funds would be used to support the targeted students in the designated programs with the appropriate resources and services.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

A Teacher Team was developed that represented a cross section of the school community with representatives from the core academic areas. The Team met in consultation with school leadership to adopt and implement assessment measures. All teachers have received PD regarding MOSL assessments as well as the interpretation of student performance and its impact on student achievement. PD in this area will be ongoing and will be provided by the CFN and school leadership.

**TA Schools Only**

**Use of Program Resources**

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

***TA Coordination with the Regular Program***

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

## SCHOOL PARENTAL INVOLVEMENT POLICY

2013-2014

### 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 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. Talled 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, 6<sup>th</sup> 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.

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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

GEORGE L. EGBERT INTERMEDIATE SCHOOL  
ADRIENNE STALLONE, PRINCIPAL  
333 MIDLAND AVENUE  
STATEN ISLAND, NEW YORK 10306

**2013/2014 SCHOOL PARENT COMPACT**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>002</b>
School Name <b>George L. Egbert Intermediate School</b>		

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

Principal <b>Adrienne Stallone</b>	Assistant Principal <b>Mary Danke</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Maureen Fries</b>	Guidance Counselor <b>Elizabeth Duberstein</b>
Teacher/Subject Area <b>Angela Fagen/IEP Teacher</b>	Parent <b>Susan Kenny</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lisa Livorsi</b>
Related Service Provider <b>Rosanne Idone</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>891</b>	Total number of ELLs	<b>53</b>	ELLs as share of total student population (%)	<b>5.95%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							5	5	5					15
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	5	5	5	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	15
SIFE	4	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	12

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23	4	1	18	0	5	12		9	53
Total	23	4	1	18	0	5	12	0	9	53

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	7	10					22
Chinese							3	3	1					7
Russian								1	4					5
Bengali														0
Urdu							1		1					2
Arabic							2	1	1					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							3	3	2					8
Other							2	3	0					5
<b>TOTAL</b>	0	0	0	0	0	0	16	18	19	0	0	0	0	53

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	5	7					14
Advanced (A)							12	10	10					32
Total	0	0	0	0	0	0	15	18	20	0	0	0	0	53

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	3			15
7	16				16
8	14	2			16
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9		3		1		2		15
7	12		4				1		17
8	15		2		1				18
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		14		0		1		17
NYSAA Bilingual (SWD)									0

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

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

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

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

At present, DRP along with Fountas and Pennell 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, we have implemented the MSQI model to provide targeted intervention.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A review of the existing data indicates that ELL's are scoring well on the Listening and Speaking portion of the NYSESLAT. However, the performance gains are slow in the Reading and Writing portion. The data reveals that 34% of the 6<sup>th</sup> grade scored Proficient in Listening/Speaking while no 6<sup>th</sup> grade student scored Proficient in Reading/Writing. In contrast only 6% of the 7<sup>th</sup> and 8<sup>th</sup> grades scored Proficient in Reading/Writing while 50% and 37.5% of the 7<sup>th</sup> and 8<sup>th</sup> Grade, respectively, scored Proficient on Listening/Speaking. Overall, 45% of ELLs made gains in one or both modalities but not sufficient enough to achieve and overall score of Proficient and thus test out of ESL.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In light of this information, as part of MSQI, we have implemented Word Generation and adaptive ELA materials such as CODEX and a literacy program from HBJ that contains targeted ESL lessons. In addition, cultural libraries (some in native languages) have been purchased to assist in written expression among this population. Students are supported with glossaries across the curriculum and work closely with classroom teachers in the content areas. The focus is placed on increasing and expanding vocabulary in context. The number of students progressing to the Advanced Level of NYSESLAT each year is steadily rising. It is anticipated that through these targeted instructional interventions, we can increase student achievement in the Reading and Writing portion and therefore bring student performance closer to the 13-14 AMAO targets (i.e. 14% of students tested scoring Proficient on the NYSESLAT). Please note the spring 2013 NYSESLAT results are not available on the RNMR at this time.

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

60% of the ELL population is performing at the Advanced Level of the NSESLAT (equally apportioned across the grades).

Similarly, this same population is performing at Level 1 on the NYSCC Math and ELA assessments. With the exception of Spanish, Chinese and Russian, the CC assessments are not offered in many of native languages as identified at Egbert. Moreover, most ESL students prefer to take the assessment in English since their reading comprehension in their native language is also limited. The Periodic Assessments have systematically revealed that the students need assistance in reading and writing. Therefore, the targeted instruction is focused on strengthening vocabulary in context which can lead to deeper reading comprehension and ultimately increased writing skills. To that end school leadership has implemented the MSQI model as a vehicle to address this area. Through the Word Generation component, the ELL population, working with content area teachers, will be exposed to literacy skills designed to increase their vocabulary across the curriculum thus preparing them for the NYSCC Assessments.

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

Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered in the areas of placement and programming. Classes are grouped heterogeneously to provide a mix of ability levels in the content areas. The same thought is given to ELL students in the area of NYSESLAT performance and home language. It is important to group students of similar language so they can assist each other with both common and academic language acquisition. In addition, when programming for the ELL pull-out classes, thought is given to the overall student's program so they have the opportunity to full participate in the school community (i.e. elective courses such as music and art).

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

Not Applicable

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

Evaluation of the ELL program is handled in the same manner as the other subject areas. All content areas (ELL instruction included) follow a protocol for evaluating student work and achievement. Through the close scrutiny of authentic student work on baseline assessments, portfolio pieces and other formative assessments, student progress is measured in terms of anticipated performance on NYSCC Assessments. Student progress is tied to the current CEP Goals: 4% increase in median adjusted growth percentile for ELA and Math. The data derived from the baseline assessments and periodic predictive assessments provides a snapshot of student performance that is used to determine if a student is on track to meet the specified goals. Student instruction is adjusted through the Inquiry Process to align performance with the specified goals.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At the time of registration, but not longer than 10 school days, parents complete the Home Language Identification Survey (HLIS). Should the HLIS indicate the need for ESL services (i.e. home language other than English), the AP for ESL (currently Ms. Mary Danke), ESL teacher (currently Ms. Maureen Fries) and pupil accounting secretary (currently MS. Linda Spiro) interview the family to discuss the survey; we can provide on-site translation for Spanish, Polish, Russian, Italian, Hebrew and Albanian (translation services are made available for other languages if needed). The LAB R is then administered to the new student to determine placement and eligibility for services. The Spanish LAB-R is also administered if the results show the child is an ELL and Spanish is used in the home.
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.  
Within 10 days, the ESL Teacher (currently Ms. Maureen Fries) newly enrolled families are contacted via School Messenger System and back-packed letters inviting them to an orientation meeting 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. If future demand increases the need for programs (i.e. TBE/DL) other than the Freestanding ESL program, the families are contacted again through the same mechanism to alert them to the new offerings of ESL services available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Parents/guardians receive and complete the entitlement letters, Parent Survey and Program Selection Forms at the time of the orientation meeting. Parents/guardians are informed prior to the meeting that these forms must be completed and returned at the end of orientation meeting. The forms are maintained and secured/stored by the pupil accounting secretary (currently Ms. Spiro) in the secure file room. If there is a need for translations services, the school can provide assistance in Spanish, Hebrew, Polish, Russian and Italian; for all other languages, services are provided via the telephone. Each year, after the results of the NYSESLAT are released, entitlement letters are again distributed to families of ELLs indicating the student's performance and

continued participation in ESL services (if needed). These letters are maintained and secured/stored the pupil accounting secretary (currently MS. Spiro) in the secure file room.

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.

In addition to the procedures outlined above in Questions 1,2 and 3, a review of available databases (i.e. ATS and ARIS) is conducted to review student eligibility for the LAB-R and NYSESLAT. Within 20 days of administering the LAB-R and/or Spanish LAB-R, the ELPC screen in ATS is updated to reflect the ELL student status. After the data has been verified, and parents consulted, students are scheduled for ESL services.

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

As part of our testing protocol, a LAB-R/NYSESLAT report (RLAT) is generated periodically to verify enrollment and entitlement for ESL services. These reports form the basis for administering all parts of the NYSESLAT to the ESL population. Students are appropriately scheduled as part of our testing protocol and in accordance with the NYSESLAT test administrators handbook. Every attempt is made to accommodate all eligible students during both the regular testing window and any make-up period allowed. The RLAT is generated by either the AP (Ms. Mary Danke ) or pupil personnel Secretary (Ms. Spiro) who then work with the testing coordinator (James De Francesco, AP) to schedule the tests in accordance with the NYSESLAT School Administrator's Manual.

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

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 an alternative program is insufficient to provide the program at IS 2.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

Overall, instruction is provided in a departmentalized block scheduled model. Students are grouped heterogeneously and travel together as a group. This model is also evident in the freestanding, pull-out ESL program is use at Egbert.

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)?

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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All 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. While the language of instruction is English, certain instructional materials (i.e. textbooks) are available in Spanish. For other languages, content area glossaries (where available) are provided. In addition, through the implementation of MSQI, all students, and ESL students in particular, have the opportunity to increase their vocabulary and reading comprehension to meet the demands of the Common Core Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Where possible and appropriate, interim assessments in a student's native language are administered to assess student performance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The source materials used in the ESL program are designed to provide instruction and support in all four modalities. These materials are Common Core aligned and therefore promote activities designed to engage the student in the four modalities. Additionally, the MSQI model provides instructional strategies that provide scaffolded support in the four modalities. The students are therefore evaluated and monitored for progress through classroom assignments, formative assessments, interim assessments and benchmarks.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6A. The instructional plan for SIFE students includes all of the instructional strategies listed above, including, but not limited to, Extended Day and Saturday Academy (budget allowing).

6B. Same as previously stated with the addition of homogenous pairings of students with same home language to facilitate language acquisition in the classroom setting. Instruction is differentiated to allow students the use native language glossaries and formative and summative assessments are printed in native language (where possible).

6C & 6D. Same as previously stated in A and B, in addition the LAP team reviews all RTI strategies currently implemented to provide support to identified language deficits and adjust where appropriate. Where appropriate, the LAP team reviews and recommends students for ELAND review procedure if student meets eligibility criteria.

6E. For FELLs, continue to provide testing modifications in accordance with SED/DOE policy where applicable; offer placement in Extended Day and Saturday Academy (budget allowing).

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Through the implementation of the MSQI model, teachers are able to provide an instructional setting that accommodates and addresses the student's language deficits and assists in the acquisition of academic language across the curriculum. A review of relevant data (SEGIS and ATS) is routinely performed by members of the LAP team to ensure the student's program is aligned

with their mandated services.

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

ELL-SWDs are programmed in block schedules to accommodate mandated IEP services and the required number of minutes of ESL instruction. A review of relevant data (SEGIS and ATS) is routinely performed by members of the LAP team to ensure the student's program is aligned with their mandated services. ELL-SWDs are appropriately placed according to their IEP mandates (SC, SETTS, ICT). ELL-SWDs are programmed for enrichment and elective courses in accordance with NYS mandates and are grouped non-disabled peers.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

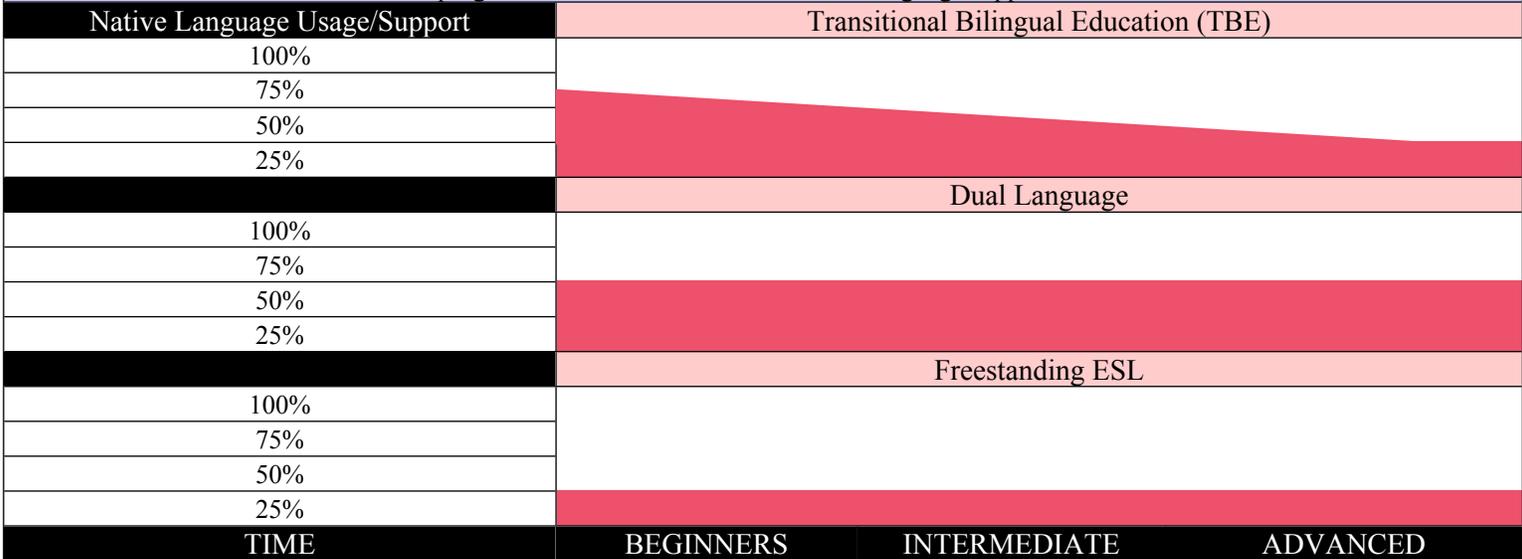
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All students are programmed 90-minute literacy and math blocks, and 45-minute Social Studies and Science periods that incorporate ESL strategies in the content areas (i.e. glossaries and native language assessments where possible). 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. While the language of instruction is English, certain instructional materials (i.e. textbooks) are available in Spanish. For other languages, content area glossaries (where available) are provided. In addition, through the implementation of MSQI, all students, and ESL students in particular, have the opportunity to increase their vocabulary and reading comprehension to meet the demands of the Common Core Core Learning Standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As stated previously, gains are evident in the Listening and Speaking modalities. It is anticipated that student achievement will be evident in the other modalities this year through the implementation of the MSQI model.
11. What new programs or improvements will be considered for the upcoming school year?
- The implementation of the MSQI model is new for this year.
12. What programs/services for ELLs will be discontinued and why?
- None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs participate in school-wide programs such as Social Studies Fair, Science Fair, Foreign Culture Fair, Family Game Night and all after school programs (i.e. United Activities Unlimited). Through the use of block scheduling, all ELLs have the opportunity to participate in Egbert's Enrichment programs (i.e. Vocal Music, Instrumental Music and Fine Art). ELLs are invited to participate through use of the School Messenger Service which can provide information in their home language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs are using leveled reading material based on the F&P assessments. We have implemented Word Generation and adaptive ELA materials such as CODEX and a literacy program from HBJ that contains targeted ESL lessons. In addition, cultural libraries (some in native languages) have been purchased to assist in written expression among this population. Students are supported with glossaries across the curriculum and work closely with classroom teachers in the content areas. The IS 2 Librarian/Media Specialist works with curriculum area teachers to provide technological support via the school's library website. ELLs are able to access digital native language books.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Dual language books and cultural libraries in native languages are available in the ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- A review of relevant databases (ATS, ARIS, SESIS) is conducted and all ELL's are appropriately placed according to their age and grade and performance level. Where required, ELL's are programmed for required support and services as mandated by their IEP.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- An Open House/Orientation is held for all incoming students (ELL's included) in June of the prior academic year. Students are afforded the opportunity to meet prospective teachers and parents are able to preview the curriculum. In addition, parent meetings are held with for families of ELL's throughout the year for newly enrolled ELL students.
18. What language electives are offered to ELLs?
- ELLs can select from the two foreign electives offered at this time: Spanish and Italian.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

Not Applicable

### C. Professional Development and Support for School Staff

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

All teachers are provided with a list of PD opportunities as offered by various providers, i.e. CFN 604, NYCDOE and the UFT. Teachers are encouraged to select those PD opportunities that are consistent with their educational goals, interest, student populations and are Common Core-aligned. Additionally, staff members are attending on-going (monthly) PD sessions connected to MSQI which is cross-curricula in nature and Common Core aligned. 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. Guidance staff and the Parent Coordinator meet with ELLs and their families to review the high school application process and assist the families in making informed choices. Invitations to these sessions are coordinated through the use of the School Messenger System that provides notification in the student's home language. 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. The PD sessions will occur monthly during the period of December 2013 through May 2014. Attendance records for these sessions are maintained by the Principal and Payroll Secretary.

## D. Parental Involvement

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

All parents of ELLs are contacted by the Parent Coordinator and Parent Teacher Association to attend all school functions and activities, i.e. PTA meetings, school trips, Winter Concert, Spring Concert, Science Fair, International Fair, Family Reading Night, Family Science Night, Family Game Night, etc.. Using 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; on-site translation includes Spanish, Polish, Russian, Italian, Hebrew and Albanian (translation services are made available for other languages if needed). Is 2 partners with United Activities Unlimited, a CBO, to provide adult ESL classes (budget permitting). 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).

## E. Additional Information

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

None at this time.

## 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)
ADRIENNE STALLONE	Principal		11/14/13
MARY DANKE	Assistant Principal		11/14/13
LISA LIVORSI	Parent Coordinator		11/14/13
MAUREEN FRIES	ESL Teacher		11/14/13
SUSAN KENNY	Parent		11/14/13
ANGELA FAGEN	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
ELIZABETH DUBERSTEIN	Guidance Counselor		11/14/13
	Network Leader		1/1/01
ROSANNE IDONE	Other <u>RELATED SERVICE</u>		11/14/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 31R002 School Name: Egbert -- 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A comprehensive review of Home Language Surveys. ATS, SESIS and ARIS is used to determine the type and frequency of native language needs. This information is used to determine the types of translation support needed by our parent community. These data bases are monitored on a monthly basis to ensure timely compliance with translation needs of the school community. At present 22 families speak Spanish; 7 Chinese; 5 Russian; 2 Urdu; 4 Arabic; 8 Albanian; and 5 speak other languages. Of these languages, about 50% of the Spanish-speaking families and about 40% of the Russian and Albanian families require translation services.

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

The findings indicate that we have 8.5% dual language families. This finding has been distributed during SLT and PTA meetings. Parent families are also directed to the DOE 31R002 website where additional information can be found.

## Part B: Strategies and Activities

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

School notices are translated via DOE online services and are printed on the back of the English language notice which are then distributed to the school community. Translation services are provided by the DOE, School Messenger Service and in-house staff when appropriate. Data bases that maintain home language information, i.e. ATS, SESIS, and ARIS, are monitored on a monthly basis to ensure timely compliance with translation needs of the school community.

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.

Through the use of School Messenger System, school notices are translated into the necessary home languages and sent via telephone message to the student's home. In addition, on-site translation services are provided by Egbert Staff in Spanish, Russian, Polish and Italian; DOE translation services are also provided for telephone conferences.

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>.

Egbert Intermediate School adheres to the provisions as outlined in Chancellor's Regulations A-663, i.e. distribution of Parents' Bill of Rights, access to translation services, distribution of student specific notices in home languages and posting of appropriate signage in languages other than English.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Egbert Intermediate School	DBN: 31R002
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Supplement Classroom Instruction
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

### 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. 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 8.5 weeks; the language of instruction will be English. The program will meet on Tuesdays and Thursdays from 2:45 to 4:45, starting February 5 and ending April 16, 2013. 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 four two-hour PD sessions will take place monthly beginning Wednesday February 6 and ending Wednesday May 8, 2013. These PD sessions will be turnkeyed by the ESL teacher with support of the Instructional Specialist for each discipline. The budget will allow for 6 teachers to attend these sessions. These teachers will then turnkey this information to other staff at another time.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here:

Through the use of our CBO, United Activities Unlimited, in connection with Staten Island New Americans Welcome Center, 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. Classes will be held on Wednesday and Thursday evenings, January through March, three hours per evening (6pm - 9pm). Parents will be notified of this offering 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: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		