

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

DBN: (i.e. 01M001):

31R002

School Name:

GEORGE L. EGBERT INTERMEDIATE SCHOOL – IS 2

Principal:

ADRIENNE STALLONE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School Number (DBN): 31R002
School Type: Middle Grades Served: 6,7,8,SE
School Address: 333 Midland Avenue, Staten Island New York 10306
Phone Number: 718-987-5336 Fax: 718-987-6937
School Contact Person: Adrienne Stallone Email Address: AStallone@schools.nyc.gov
Principal: Adrienne Stallone
UFT Chapter Leader: Mark Zink
Parents' Association President: Susan Kenny
SLT Chairperson: James De Francesco
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island New York 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 604 Network Leader: Gregory Bowen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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	
Michael Peters	Member/ Parent	
JeanMarie Iandolo	Member/ Parent	
Lisa Amico	Member/ Parent	
Andrew Aspromonte	Member/ Parent	
Nataly Jasso	Member/ Parent	
Christina Ciccarelli	Member/ Teacher	
Alexander Correll	Member/ Teacher	
Carolyn Salatino	Member/ Teacher	
James De Francesco	Member/ AP – SLT Chairperson	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Egbert Intermediate School is located in the Midland Beach area of Staten Island – an area that is still healing from the devastation of Hurricane Sandy. The resilience of the school community and neighborhood was evident during the successful fight against co-location in October 2013. The spirit of our mission statement came to life during this period. The mission statement reads, in part: "Egbert IS2 cultivates a safe, happy, collaborative learning environment among students, teachers, parents, and support staff. It is a place where each student can excel academically and flourish socially and emotionally." The environment created by all stakeholders in the IS 2 community was the catalyst for our successful bid to keep IS 2 as one school and stop the co-location process.

Starting in 2009, IS 2 has maintained a true partnership with Urban Advantage, so much so that we are a "whole school" participant. Each year our staff is provided with timely and effective professional development that is evident in our science classes. Additionally, Urban Advantage Partners (American Museum of Natural History, Queens Hall of Science, NY Aquarium and Staten Island Zoo) have worked directly with our students to increase their scientific knowledge, expand their understanding and align our instruction with the Common Core. Not only has this strengthened the science classroom, but there has been an impact in other disciplines as well. For example, math and ELA have been affected through the need to create logical arguments based on facts and observable data.

Egbert also partnered with the Office of Arts Education and participated in the i3 Grant focusing on arts education and measurable accountability. This was a three year partnership where our students and Instrumental Music teacher worked collaboratively with a visiting artist from Carnegie Hall. The program focused on elevating the rigor in Arts Education as aligned with the Common Core and to provide a level of accountability through high-level questioning and discussion in the Arts classroom. Again, a similar impact was noted outside the Arts classroom.

In 2014, we entered our second year of participation in the Middle School Quality Initiative (MSQI). The program was piloted in the 13-14 school year and is now a whole school initiative. Students are involved in vocabulary acquisition, writing and debate across all curricular areas. Through MSQI, we have provided our teachers with a Generation Ready coach who works in the classroom with our staff to refine instruction. One other initiative for this school year is the use of the "text diet". The focus in this initiative is to assist students in developing fluency in a wide range of texts across the curricula areas while increasing their reading stamina and comprehension. The "text diet" will also assist ELLs in developing the literacy and language skills needed to navigate through various types of texts – both academic and familiar. All of the aforementioned initiatives are fully aligned with our Instructional Focus "to increase reading comprehension and content knowledge while utilizing writing and discussion across the curriculum."

A brief review of the accountability data for IS 2 indicates positive growth in closing the achievement gap and addressing the needs of the lowest third. The data reveals a 19% and 12.5% growth in achievement in math and ELA respectively for students considered to be in the lowest third. Moreover, IS 2 has met its targets for Student Progress, Student Achievement and Closing the Achievement Gap based on 2013-2014 accountability data. It is our estimation that the programs/initiatives outlined above will aid us in building on our success and move our achievement to "Exceeding Target".

A constant challenge in the area of School Environment. Although the parent response rate of 59% is higher than the City average of 54%, this is a concern for IS 2. A review of the Survey results indicates a number of lower responses in the School Culture and Structures for Improvement components. Looking closer, it is evident that these responses fall into the sphere of communication. Therefore, this will continue to be an area of focus in the 2014-2015 school year. To increase our level of communication with stakeholders, particularly ELLs and their families, we have added the use of eChalk to our classrooms. Teachers will now have the capability of posting assignments, enrichment activities, calendars, etc., for their students and in the students' home language where needed. We are confident that this will increase the level of family participation and, ultimately, student engagement and achievement.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

A review of the assessment data as contained in the 2014 School Quality Guide indicates that IS 2 is “meeting the target” for Student Progress and Student Achievement. However, closer analysis reveals that 60% of the students are at level 1or2 for ELA and 62% for math. This percentage strongly impacts the performance of the lowest third.

Part 2 – Annual Goal

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

By June 2015, 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 and Math assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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	Students in the lowest third, SWDs and ELLs	DRP administration: Fall 2014, Winter 2015 and Spring 2015. Math Benchmark administration in November 2014 and March 2015.	Instructional Leaders, ELA and math Teachers and Teacher Teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist

<p>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. The school will participate in the MSQI (Middle School Quality Initiative) to target students who are performing below grade level expectations in ELA as measured by the DRP.</p>			
<p>2. 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.</p>	<p>Parents and families of students in the in the lowest third, SWDs and ELLs</p>	<p>Monthly PTA meetings, Parent Workshops, SLT meetings and Parent Engagement meetings/contact (Tuesday afternoons)</p>	<p>Instructional Leaders, Teacher Teams, Principal, Assistant Principals, Data Specialist, Parent Coordinator, PTA Leadership and Parents.</p>
<p>3. The school will utilize DRP data to determine which students should be referred for additional intervention (Read 180, System 44). Additionally, the school will use targeted reading strategies in the math classroom to increase reading comprehension and stamina.</p>	<p>Students in the lowest third, SWDs and ELLs</p>	<p>DRP administration: Fall 2014, Winter 2015 and Spring 2015. Math Benchmark administration in November 2014 and March 2015.</p>	<p>Instructional Leaders, ELA and math Teachers and Teacher Teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist</p>

Part 4 – Resources Needed

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

The Professional Development plan allows for the rescheduling of classes to accommodate teacher training and students' schedules will be modified to allow for placement in additional intervention. The school will purchase classroom materials (Accessing Complex Texts) for use during targeted reading periods.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Teachers will meet in grade-level and cross functional teams to review student data gathered from benchmark 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. 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.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Providing an atmosphere and culture of high expectations was found to be a strength in the most recent QR. It was reported that “[f]amilies and students indicate that they are collaboratively working with leadership, staff, and teachers to understand the school’s high expectations and the demands of the Common Core learning standards to meet those expectations and support student preparation for their next academic level (3.4)” However, according to the 2014 School Environment Survey, only 79% of families reported that the school “communicates ...what we need to do to prepare my child for college, career, and success in life after high school.” Therefore, there is a need to align these two perceptions.

Part 2 – Annual Goal

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

The number of families who respond favorably to the question that the school communicates what is needed college, career, and success in life after high school will increase by 5% as reported in the School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All staff will be trained in the use of eChalk for the purposes of increasing communication with students and their families. Teachers and administration will post information related to learning that supports preparation for the next level, i.e. high school and beyond.	All students.	October 2014 – June 2015	Teachers, Principal, Assistant Principals, Parent Coordinator, School Leadership Team
A “Family Letter” containing the learning objectives for the month will be generated and distributed to each student.	All students.	October 2014 – June 2015	Teachers, Principal, Assistant Principals, Parent Coordinator, School Leadership Team

Part 4 – Resources Needed

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

The adjustment of teachers’ schedules (if necessary) to meet and plan collaboratively; translation software; purchase of eChalk.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

The School Leadership Team will create a survey designed to measure the impact of eChalk and the Family Letter. The survey will be distributed quarterly and reviewed/revised as needed. It is anticipated that a mid-point benchmark of 3% increase in favorable responses will indicate that we are on target to meet our goal.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Common Planning has been incorporated into all teachers schedule to allow for collaboration with colleagues and supervisors to engage in professional conversation about practice, student performance, trends and instructional strategies to impact student performance. However, as indicated in the most recent Quality Review, structures need to be improved to provide clarification and understanding about the school’s trajectory towards academic progress.

Part 2 – Annual Goal

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

The school will develop a uniform reporting procedure to document, track and provide actionable teacher feedback from common planning sessions. The procedure will be reviewed quarterly (or as needed) to determine its impact. The use of the procedure will result in increased understanding about the school’s trajectory towards academic progress. It is anticipated that by December 2014 50% of the staff will be trained and will use the reporting system. Additionally, by February 2015 100% of the staff will be trained and use the reporting system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
In coordination with our CFN and teacher representatives, the administration will develop a reporting structure to document the impact of common planning sessions and actionable feedback on student achievement. The documents created will be reviewed by administration weekly; with a comprehensive review quarterly (or as needed) to determine the effectiveness of the reporting procedure. Evidence of effective use of actionable feedback	Administration, teachers and students	Quarterly throughout the year – September 2014 to June 2015	Administration, CFN and teacher representatives.

will be present in lesson plans, unit plans, classroom assessments and, ultimately, student achievement.			

Part 4 – Resources Needed

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

Adjustment to teachers' schedules as necessary to assist in the review of the common planning documentation/feedback procedure.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

The reporting structure developed will be evaluated quarterly (or as needed) and revised as necessary.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The most recent Quality Review indicates that teachers are “shifting instructional practices toward engaging students in lessons based on interest levels and cognitively demanding activities”. However, it also revealed an inconsistency across the school in the use of scaffolding and questioning techniques that deepen student thinking. Additionally, it was noted that the use of models and other associated realia were used “sporadically” in the classroom.

Part 2 – Annual Goal

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

Through the use of a comprehensive Professional Development plan, teachers will be afforded the opportunity to attend targeted training that will enhance and expand the teachers’ ability to design lessons that challenge student thinking and invite students to make their thinking visible. Moreover, the training will allow teachers to create a classroom atmosphere that will foster student discussion. Teacher teams will be trained monthly and turnkey to other staff members during the Monday PD sessions. It is anticipated that 10% of teacher observations reviewed will reveal use of strategies learned from the targeted PD.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
In coordination with our CFN, UFT and Division of English Language Learners (DELL), teachers will be afforded the opportunity to attend monthly PD designed to enhance their understanding and use of Danielson 3b and 3c. Teachers will attend targeted training that will expand their ability to design lessons that challenge student thinking, that invite students to make their thinking visible and allow teachers to create a classroom atmosphere that will foster student discussion. Teachers will have the responsibility to turnkey this information to colleagues during the Monday PD sessions. Evidence of	All staff	September 2014-June 2015	Principal, Assistant Principals, teacher teams

effective use of these PD sessions will be present in lesson plans, unit plans, classroom assessments and, ultimately, classroom observations.			

Part 4 – Resources Needed

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

Expenditures to cover PD expenses and classroom coverages and schedule adjustments to accommodate teacher teams.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Teacher observations will be reviewed for evidence of targeted training on an ongoing basis. It is anticipated that there will be a 5% increase in classroom observations that reveal use of strategies learned from the targeted PD.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-2014 School Survey, 67% of the respondents indicate they have been invited to a school event (workshop, program, performance, etc.) at least 5 times in the past year. This statistic may appear misleading since only 59% of the parents/families returned the survey. Therefore, this 67% actual represents 40% (approx.) of the overall population. Therefore, an increase in parent presence and participation is a priority.

Part 2 – Annual Goal

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

The number of families who respond favorably to the question that they have been invited to a school event will increase by 5% as reported in the School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
In coordination with the Parent Coordinator, PTA and CBOs (United Activities Unlimited, OHEL Counseling Services, Staten Island Mental Health), parent workshops will be offered at IS 2. The workshops will focus on topics as identified by parent interest surveys administered by the Parent Coordinator, School Leadership Team and PTA.	Students’ Parents, Guardians and Families	October 2014- June 2015	Parent Coordinator, School Leadership Team and PTA
In January 2015, an afterschool drama program targeting ELLs will begin and run through April. The families of the participating students will be invited to join with their children in creating the production. All parents will be invited to attend the culminating event in April 2015.	Parents, Guardians and Families of ELLs	January – April 2015	Principal, Assistant Principals, Parent Coordinator, ESL Teacher and Teacher Teams

The Parent Coordinator will continue hold a twice-monthly Parent Book Club. The Book Club is offered to all student-families in the IS 2 community. Books are chosen by consensus and author visits (when possible) are arranged. Parents are also invited to attend trips to see the book as a film or live play (when possible). The Parent Coordinator also works closely with the NYPL to promote literacy among families in the community.	Parents, Guardians and Families	October 2014-June 2015	Parent Coordinator, PTA, School Librarian, School Administration

Part 4 – Resources Needed

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

Adjustment to teachers' schedules where needed to support family engagement activities.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

The School Leadership Team will create a survey designed to measure the impact of the workshops and book club and ELL drama program. The survey will be distributed quarterly and reviewed/revised as needed. It is anticipated that a mid-point benchmark of 3% increase in favorable responses will indicate that we are on target to meet our goal.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who receive a DRP score below 45 are referred for AIS	MSQI, Read 180, System 44, Wilson, Great Leaps, Saturday ELA Program	Small group and one-to-one	During and after school
Mathematics	Students who score in the 25th percentile on Fall Benchmark are referred for AIS	MSQI component, Saturday Math Program	Small group and one-to-one	During and after school
Science	Addressed through ELA and math criteria	Addressed through ELA and Math curriculum, Saturday ELA and Math Program.	Small group and one-to-one	During and after school
Social Studies	Addressed through ELA and math criteria	Addressed through ELA curriculum.	Small group and one-to-one	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Based Support Team, Pupil Personnel Team, Teacher referral and Parent Engagement meetings.	Testing/Evaluation, Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations	Small group and one-to-one	During school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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 and Urban Advantage. 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.

2b. High Quality and Ongoing Professional Development

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

During the 2014-2015 Academic year, teacher teams will participate in targeted professional development focusing on, but not limited to, reading strategies, small group instruction, lesson accessibility and differentiation. Staff members will also receive ongoing PD and support through MSQI. The PD will be provided by DOE, CFN, instructional specialists and teacher teams.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$373,827	X	10,12,14,16,18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$4,373,357	X	
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¹Explanation/Background:

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

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

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

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

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

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

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

George L. Egbert Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. George L. Egbert, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. George L. Egbert will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

George L. Egbert School-Parent Compact (SPC)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 002
School Name George L. Egbert Intermediate School		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	891	Total number of ELLs	53	ELLs as share of total student population (%)	5.95%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							5	5	5					15
SELECT ONE														0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	23	4	1	18	0	5	12		9	53

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	23	4	1	18	0	5	12	0	9	53
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	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
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/	B							0	0	0				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 6th grade scored Proficient in Listening/Speaking while no 6th grade student scored Proficient in Reading/Writing. In contrast only 6% of the 7th and 8th grades scored Proficient in Reading/Writing while 50% and 37.5% of the 7th and 8th 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 [AMAQ 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 AMAQ 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

60% of the ELL population is performing at the Advanced Level of the NYSESLAT (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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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. 
- 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

- How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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.
- 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)?
 - 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.
- 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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

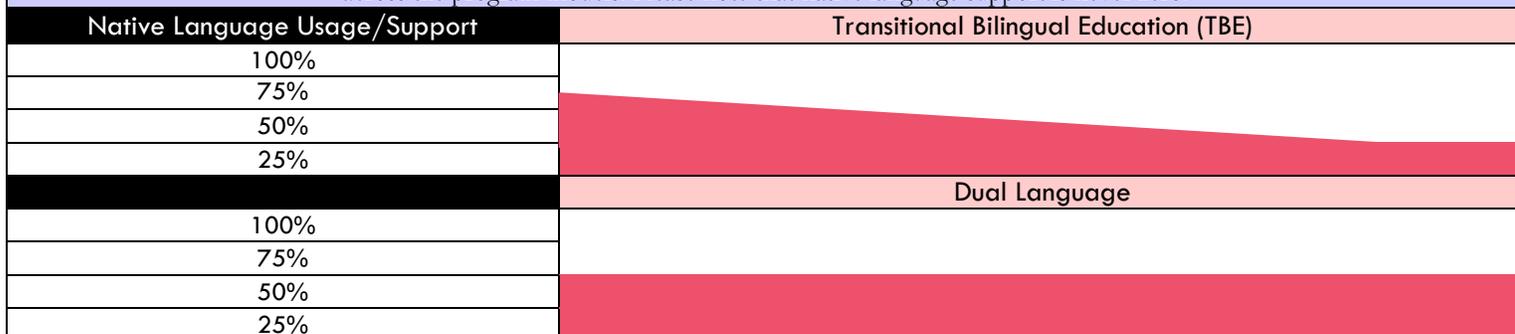
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 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 schools' 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: <u>EGBERT INTERMEDIATE SCHOOL</u>			School DBN: <u>31R002</u>
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

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

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 48
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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 Drama Program that will focus on literacy and language acquisition (both oral and written) aligned with CCLS for ELA. Current planning is for three groups of approximately 16 students, heterogeneously grouped by their proficiency level on the most recent administration of NYSITELL/NYSESLAT with an emphasis on improving their listening and speaking skills. NYS certified content area teachers working in collaboration with certified ESL teachers will provide direct instruction. This program is open to all ELLs, former ELLs, SIFEs and SWDELLs (student with disability ELLs). The program will meet for 14 2-hour sessions spread over 12 weeks; the language of instruction will be English. The program will meet on Wednesdays (and then on Wednesdays and Thursdays as the performance date nears) from 2:15 to 4:15, starting January 7 and ending April 1, 2015. A supervisor will monitor the program and will be paid for through the T3 funding. The materials used will include, but are not limited to, NYCDOE approved common core resources (i.e. CODEX), NYC Blueprint for the Arts (BFA) and Public Domain plays and scenes appropriate for the middle school audience. At present, the majority of the materials planned for this program are available in the public domain and costs associated with these materials will be limited to duplication and/or printing; the purchase of other materials as referenced in the BFA and/or CODEX along with costumes, props and sets will not exceed the 20% maximum (\$2,240.00).

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: Effective Journal writing in the ESL Classroom; Differentiated Instruction in the ESL Classroom; and Newspapers and Magazines as Tools in the ESL Classroom. These three two-hour PD sessions will take place monthly beginning Tuesday March 3 and ending Tuesday June 2, 2014. These PD sessions will be turnkeyed by the ESL teacher with support of the Instructional Specialist for

Part C: Professional Development

each discipline. The budget will allow for 4 teachers to attend these sessions. These teachers will then turnkey this information to other staff at another time. The anticipated expenditure for this PD will not exceed the allocated 10% of T3 funding (4 teachers @ 6-hours each @ \$51.00 = \$1,200 approx.). Depending on availability and budget ("other school funding sources"), teachers may also attend PD offerings offered by the Department of English Language Learners and Student Support (DELLS).

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be invited to participate in the preparation of sets, props and costumes that will be used in the final performance. Parents will be allowed to attend the rehearsals in order to familiarize themselves with the dialogue and dramatic action and thus engage in listening and speaking activities with the ESL students. T3 funds will be used to provide refreshments for parents in attendance. Additionally, parents are encouraged to attend all school-wide events (i.e. Winter and Spring Concerts, Family Science Night, Family Game Night, Parent Book Club and International Night). In cooperation with our CBO, United Activities Unlimited, parents of ELLs are eligible to attend Adult ESL and Computer classes (budget permitting). The Parent Coordinator in conjunction with the PTA also maintains a list of workshops and community offerings that are targeted to, and of interest to, the ESL population. Parents are notified through the Parent Coordinator's Office via email blasts, PTA FaceBook page School Messenger and eChalk.

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____