2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R002
School Name: I.S. R002 George L. Egbert
Principal: Adrienne Stallone
Comprehensive Educational Plan (CEP) Outline

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School Information

<table>
<thead>
<tr>
<th>George L Egbert Intermediate School</th>
<th>School Number (DBN): 31R002</th>
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<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td><strong>School Number (DBN):</strong></td>
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<tr>
<td>353100010002</td>
<td>31R002</td>
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<tr>
<td><strong>BEDS Code:</strong></td>
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<tr>
<td>6,7,8,SE</td>
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<tr>
<td><strong>Grades Served:</strong></td>
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<tr>
<td>333 Midland Avenue, Staten Island New York 10306</td>
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<tr>
<td><strong>School Address:</strong></td>
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</tr>
<tr>
<td>718-987-5336</td>
<td>718-987-6937</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td><strong>Fax:</strong></td>
</tr>
<tr>
<td>Adrienne Stallone</td>
<td><a href="mailto:astallone@schools.nyc.gov">astallone@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td></td>
</tr>
<tr>
<td>Adrienne Stallone</td>
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<tr>
<td><strong>Principal:</strong></td>
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<tr>
<td>Rosie Rossitto</td>
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<td><strong>UFT Chapter Leader:</strong></td>
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<tr>
<td>Luz Mortman</td>
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<td><strong>Parents’ Association President:</strong></td>
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<tr>
<td>Maria Cavallo-Best</td>
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<tr>
<td><strong>SLT Chairperson:</strong></td>
<td></td>
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<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td></td>
</tr>
<tr>
<td>Michelle Revella</td>
<td></td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
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<tr>
<td>NA</td>
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<tr>
<td><strong>CBO Representative:</strong></td>
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<tr>
<td>UAU</td>
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District Information

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<th>District Information</th>
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<tbody>
<tr>
<td><strong>Geographical District:</strong> 31</td>
</tr>
<tr>
<td>715 Ocean Terrace Staten Island, New York, 10301</td>
</tr>
<tr>
<td><strong>Superintendent’s Office Address:</strong></td>
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<tr>
<td>715 Ocean Terrace Staten Island, New York, 10301</td>
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<tr>
<td><strong>Superintendent’s Email Address:</strong></td>
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<tr>
<td><a href="mailto:ALodico@schools.nyc.gov">ALodico@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Superintendent’s Fax:</strong></td>
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<tr>
<td>718-420-5677</td>
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Field Support Center (FSC)

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<th>Field Support Center (FSC)</th>
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<tbody>
<tr>
<td><strong>FSC:</strong> District 31</td>
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<tr>
<td>2018-19 CEP</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 715 Ocean Terrace, Staten Island, New York, 10301, Petrides Complex

Executive Director’s Email Address: KMoran2@schools.nyc.gov

Phone Number: 718 556 8367

Fax: 718 556 8375
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Adrienne Stallone</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Rosie Rossitto</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Luz Mortman</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Michele Revella</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Alla Siabodina</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maribel Taverner</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Natalie Jasso</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Joseph Dunne-Jaffe</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Maria Cavallo-Best</td>
<td>Member/Staff</td>
<td></td>
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<tr>
<td>James Johnson</td>
<td>Member/Staff</td>
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<td>Member/Staff</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning—to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear—that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
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</tbody>
</table>

**The Quality Review and the Framework for Great Schools**

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

**NYCDOE’s Quality Review (QR)**

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

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

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>Our 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.”</td>
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</tbody>
</table>
In 2018, we entered our sixth year of participation in the Middle School Quality Initiative (MSQI). Through MSQI, the focus 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” has assisted ELLs and SWDs in developing the literacy and language skills needed to navigate through various types of texts – both academic and familiar. Various levels of AIS are available for students, such as our SWDs and ELLS. In addition, we have teachers trained in Wilson Just Words and Ortin Gillingham, which are phonetic sensory interventions. Students are placed in these programs after assessments and data review. School based reading incentives "Read to Run Activity" are used as motivations to involve all students of all reading levels to meet and exceed reading standard requirement. A strategic reading/writing period has been programmed across all content areas to support skills and strategies taught in ELA. All of the aforementioned initiatives are fully aligned with our Instructional Focus.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Egbert Intermediate School is located in the Midland Beach area of Staten Island. The environment created by all stakeholders in the IS 2 community has been able to help our families and community stay focused on student achievement. Our goal is to prepare students to advance their education towards college and career readiness. To this end, we will be participating in College Access for All – Middle School program for the third time this year. This program is specifically designed for middle school students to introduce them to the college experience. This interactive program targets 7th grade students and gives them a hands on learning experience about college. The curriculum includes early college awareness workshops, family engagement events, college trips for students, as well as professional development workshops for school staff and faculty. The College Access for All squad leaders will conduct weekly lessons designed to support students and expand their mindset around going to college. In the 2017-2018 school year our 7th Graders visited such colleges as: College of Staten Island, Bronx Community College, Brooklyn Law, City College and Yale University. The squad leaders also provided workshops for parents and their children which included a career panel and a financial aid workshop. The program concluded with an End of Year celebration were the squad leaders planned a day at Citifield where they attended a College Fair where they were able to receive information regarding the different programs available and afterwards attended a Mets game.

This is our third year in partnership with the United Federation of Teachers, participating in The Virtual Enterprise Junior Ventures Career Academy. In the 2017-2018 school year our 6th, 7th and 8th grade Scholars classes participated in the program. The VE-JV Career Academy is a three-year program that will enable 6th, 7th, and 8th graders to develop technology and entrepreneurial skills by starting and managing business ventures. The Career Academy will also engage students in fun and exciting competitions as well as after-school and summer activities that build 21st Century skills in business, communication and technology. The VE-JV Career Academy offers a real-world context for learning about business and careers. The classroom is converted into a workplace setting that allows business thinking to flourish. Students will also apply and reinforce academic concepts across many subjects.

This is I.S. 2’s second year implementing its STEM program. STEM - is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world. Some common STEM areas include: aerospace engineering, astrophysics, astronomy, biochemistry, chemical engineering, chemistry, civil engineering, computer science, mathematical biology, nanotechnology, neurobiology, nuclear physics, physics, and robotics, among many, many others. As evidenced by the multitude of disciplines, it’s clear that STEM fields affect virtually every component of our everyday lives. STEM is of the utmost importance because of the role these subjects play at multiple levels of society, and the tremendous impact they have.
Continuing in the 2018-2019 school year, I.S. 2 will continue to build our Arts Department with the 3rd year implementation of Drama. Through the use of *The Blueprints for Teaching and Learning in the Arts*: teachers developed a curriculum in their art form, which provide benchmarks for what children should know, understand, and be able to do in the arts at critical junctures in their intellectual, physical, and emotional development. In addition, I.S. 2 has shared with parents the potential their children have for achievement in the arts through the Arts Showcases done in the Winter and Spring. The showcases consist of students fine arts work displayed throughout the school and performances done by the Drama and Band classes.

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 and the New NYS P-12 Science Learning Standards. 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.

During the 2018-2019, school year we will continue to participate in NYC FITNESSGRAM. This program is an annual fitness assessment for students in grade K—12 that helps students and their families develop personal goals for lifelong fitness. The NYC FITNESSGRAM reports spark conversations about eating habits and levels of physical activity needed for good health. Parents and guardians can access their child’s NYC FITNESSGRAM results, and more information about NYC FITNESSGRAM, on the NYC Schools Account. Physical Education teachers will help students and parents understand how the test was administered; what the results mean; and ways in which a student can make a personal plan for staying healthy and fit during IS 2’s Family Fitness Evening.

3. Describe any special student populations and what their specific needs are.

Analysis of data reveals the need for academic vocabulary support within our English Language Learners, Student with Disabilities and our lowest third populations.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

A brief review of the most recent accountability data for IS 2 indicates positive growth in closing the achievement gap and addressing the needs of our students. The data reveals a 14% and 10% growth in achievement in math and ELA respectively for all students. Moreover, IS 2 has met its targets for Student Progress, Student Achievement and Closing the Achievement Gap based on the most recent accountability data (2017-2018 School Quality Guide). The aforementioned initiatives center on Rigorous Instruction, Collaborative Teachers and Supportive Environment – all leading to increased Student Achievement. It is our estimation that these programs/initiatives will aid us in building on our success and move our achievement to “Exceeding Target”.

In the area of School Environment the 2017-2018 parent response rate growth from 46% to 53 % – a gain of 7%. In light of the 2017-2018 Survey results that indicated a an increase in the sphere of communication. IS 2 made it a priority to develop a simple communication tool for the parents and developed a parent-friendly website through Pupil Path. To assist us, we have acquired a professional developer from the Pupil Path program to work with parents and students during our first Parent -Teacher meeting in September 2018. Ongoing support will be supplied by I.S. 2’s
Parent Coordinator and other support staff. PupilPath is a parent and student portal that allows parents, teachers and students to have instant access to their child’s class performance information. In the 2017-2018 school year, I.S. 2 has purchased a Google Suite domain for teachers, parents and students to interact through programs such as: Google Classroom, Google Drive, etc. In addition, I.S. 2 has developed a Twitter Social Media account that highlights all of the school communities accomplishments and activities. Therefore, we will continue to monitor the Survey results and respond to the needs of our parents and community throughout the 2018-2019 school year. It is anticipated that our actions will impact the level of family participation/communication and, ultimately, student engagement and achievement.
## School Demographics and Accountability Snapshot for 31R002

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 979
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 48
- **# SETSS (ELA):** 44
- **# Integrated Collaborative Teaching (ELA):** 131
- **# Special Classes (Math):** 48
- **# SETSS (Math):** 44
- **# Integrated Collaborative Teaching (Math):** 130

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** N/A
- **# Music:** N/A
- **# Drama:** N/A
- **# Foreign Language:** 28
- **# Dance:** N/A
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 71.0%
- **% Attendance Rate:** 92.5%
- **% Free Lunch:** 64.9%
- **% Reduced Lunch:** 5.9%
- **% Limited English Proficient:** 7.9%
- **% Students with Disabilities:** 23.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.2%
- **% Black or African American:** 7.6%
- **% Hispanic or Latino:** 29.0%
- **% Asian or Native Hawaiian/Pacific Islander:** 12.3%
- **% White:** 49.3%
- **% Multi-Racial:** 1.8%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 11, 19
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 6%
- **Average Teacher Absences:** 6.8
- **% Teaching Out of Certification (2014-15):** 2%

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 52.8%
- **Mathematics Performance at levels 3 & 4 (2016-17):** 52.8%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 33.9%
- **Global History Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** 59.8%
- **Regents Diploma w/ Advanced Designation:** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YES = Yes Safe Harbor)
#### Elementary/Middle School
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **White:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

#### High School
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **White:** N/A
- **Hispanic or Latino:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

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2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2017-2018 New York State English Language Arts Examination results, I.S. 2 showed a 10% increase in scores of 3 and 4s in all grades. In 2015-2016, IS 2 had completed their second year with the “Read-to-Run” program (a program designed to improve independent reading rates). The program was a joint effort between the ELA and Physical Education Departments that required students to read seven books between February and May and to complete book reviews/reflections. For the 2018-2019 school year, we will continue with the "Read-to-Run" program and align similar goals to increase mathematical interests, skills and abilities in a new program called "Math to Muscle." This program is being developed to increase our gains in scores of 3 and 4s from a 14 gain in the Spring 2018 NYS Mathematics Examination to a 2% gain throughout all 3 grades in the Spring 2019 administration. Students who satisfied the criteria will be rewarded by attending a “Phys Ed – Math and Literacy Day” that will include a mix of literacy, math and health activities all aimed at celebrating and honoring students efforts and success. This will be supported by donations from staff, grants and community organizations to increase student interest and participation. Using the data from the DRP and CCLS ELA and Mathematics Aligned Benchmarks - teachers will be meeting during common planning periods to review the data and plan lessons accordingly. Teachers are scheduled for inter-visitations within the school and given the opportunity for inter-visitations within the district. Teachers also participate in common planning periods with their department and also cross curricular during their common planning with their academy. This provides teachers with designated time to review, create and adapt interdisciplinary curriculum projects on all grade levels.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 40% of the students will participate in the “Read-to-Run” and &quot;Math to Muscles&quot; programs as measured by circulation statistics, reading and math logs, and teacher/student conferences.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All students, with a concentration on the lowest third, SWDs and ELLs</td>
<td>DRP administration: Fall 2018, Winter 2019 and Spring 2019. Math Benchmark administration in November 2018 and March 2019.</td>
<td>Instructional Leaders, ELA, math and PE teachers and teacher teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist</td>
</tr>
</tbody>
</table>

In coordination with our SIFSC, the achievement coach will meet with instructional leads on a regular basis to provide training and support in using student performance data to plan instructional next steps. During these meetings the achievement coach and instructional leads engage in the following activities: developing facilitation skills, engaging in problem-solving strategies to support teacher progress towards the school's focus on Questioning and Discussion techniques (Danielson's 3B), and support the instructional leads in adapting common core aligned units, and support inquiry teams with analyzing student work and identifying strategies for struggling students. The special education instructional specialist meets with lead teachers as needed to support access points in common core aligned units of study. During Common Planning periods, teachers will use a standardized protocol, focusing on inquiry and instruction; teacher teams will be able to identify student strengths and weaknesses as well as instructional interventions that are tailored to these needs. 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. Students will be participating in book clubs in the classroom and in the library, utilizing eBooks that are available to the students and their families, Strategic Reading Periods throughout all content areas, access to School Library during all lunch periods as well with ELA class visits. September 2018, I.S 2 will begin participating in "Algebra for All" for all incoming 6th graders, which will be implemented in all three grades by September 2020.

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 NYC Schools Account to...

| All parents and families of students, with a concentration on the lowest third, SWDs and ELLs | Monthly PTA meetings, Parent Workshops, SLT meetings and Parent Engagement meetings/contact | Instructional Leaders, Teacher Teams, Principal, Assistant Principals, Data Specialist, Parent Coordinator, PTA Leadership and Parents. |

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2018-19 CEP 15
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. During our Curriculum Parent Night, Family Science Night and through the PupilPath online system parents will be informed of the "Read to Run" program requirements and ways to support independent reading at home. NYC Schools Account 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.

In coordination with our SIFSC, the achievement coach will meet with instructional leads, School Librarian, ELA, Math and Physical Education teachers to develop CCLS aligned interdisciplinary units of study (one per marking period) connected to “Read-to-Run” and "Math to Muscle" to address the learning needs of all students providing remediation and enrichment across the subject areas. In addition, this team will work with the Data Specialist to monitor and distribute circulation statistics regarding participants in the “Read-to-Run” and "Math to Muscle" programs. Teachers were trained in and participated in the STEM program during the Summer of 2018. ELA and Social Studies teachers will be doing a humanities program aligning all readings with Social Studies themes. Teachers will become leaders of professional development and common planning time to develop appropriate unit of studies to align the CCLS.

The school will utilize DRP data, and ELA/Math Fall and Spring Benchmarks (Schoolnet), to determine which students should be referred for additional intervention. Additionally, the school will use targeted reading strategies within a strategic reading classroom environment in the math, science and social studies classroom to increase reading comprehension and stamina.

<table>
<thead>
<tr>
<th>All students, with a concentration on the lowest third, SWDs and ELLs</th>
<th>DRP administration: Fall 2018, Winter 2019 and Spring 2019. Math Benchmark administration in November 2018 and March 2019</th>
<th>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</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In coordination with the Parent Coordinator and School Staff, during the September 2018 Parent Teacher Conference/Open School night, parents will be informed of grade/subject appropriate curriculum aligned with the common core. Also staff will assist parents in logging on to IS2’s Pupil Path system so they are constantly updated on student progress, curriculum, as well as upcoming assessments and events. Parent Coordinator, Physical Education, ELA and Math teachers will notify parents of the program launch date beginning February 1, 2019 and will notify them of the conclusion of the program by May 1, 2019 of the completion of the program by May 15, 2019.
Part 4 – Budget and Resource Alignment

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

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. Teachers participate during the Monday Professional Development. Programming provides built in strategic reading and writing periods across all curriculum areas. Teachers are scheduled for inter-visitation within the school and given the opportunity for inter-visitation within the district. Teachers also participate in common planning periods with their department and also cross curricular during their common planning with their academy. This provides teachers with designated time to review, create and adapt interdisciplinary curriculum projects on all grade levels.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Teachers will meet in grade-level and cross functional teams to review student data gathered from benchmark assessments and DRPs 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. Supervisory collection and review curriculum binders, learning walks, inter-visitation, looking at student work and Mid Year Goal Review will monitor progress in this area. By January 2019, 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. This assessment is administered three times during the year. (September, February and June). The CCLS-Aligned Baseline/Benchmark in English Language Arts and Mathematics will be administered in December and in February. Quarterly benchmarks are implemented within Social Studies classrooms in all grades and shared with ELA teachers to assure that document based strategic reading and writing is present in all classrooms. A constant stream of data is also available from programs such as LightSail. Additionally, staff determined that a 5% increase in library circulation would be the interim benchmark used by “Read-to-Run” teacher teams to measure effectiveness.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The DRP will be used to measure progress in January, March and June.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

A review of the 2017-2018 Middle School Quality Snapshot stated that 80% of the students indicate they feel safe in all areas of the school and 59% state that most of the students in their school follow the rules of the class. OORS reporting system has stated that our Principal Suspensions from the 2017-2018 has decreased from a total of 65 (2016-2017 school year) to 46 (2017-2018 school year), this represents a 30% decrease. In response to this data, IS 2 will be implementing a Positive Behavioral Intervention Support program (PBIS) to continue to improve the supportive and safe environment, as well as School Administration, Dean, Parent Coordinator and school staff have been or will be trained in Therapeutic Crisis Intervention in Schools (TCIS) Certification. PBIS does not focus exclusively on the student, but also works to change factors such as school culture, interpersonal exchanges, curriculum and school environment. Guidance Counselors will provide in-class workshop/assemblies for students addressing bullying and institute a Bullying Awareness Day/Respect for All. By focusing on the contexts and outcomes, it is possible to make the desired behavior (i.e., respect) the norm. To that end, I.S. 2 has a Debate Team, 8th Grade Student Committee (e.g. Yearbook, T-Shirt), Student Government, CHAMPS, Library Squad, Book Clubs, and Junior Arista - which promotes team building and leadership skills. Service credits are also earned by students who act as Peer Tutors, Monitors, Peer Leaders, Fundraising Volunteers, Welcoming Committee and Volunteers to shovel snow for the elderly and various community service activities. I. S 2’s Librarian will continue to engage students in book clubs with a focus on books that teach tolerance as a support to the PBIS program.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2018-2019 school year, IS 2 will be implementing a PBIS program with the intent of increasing the number of students who respond favorably when asked about respect and behavior of their classmates in the classroom by 20%. As a result, it is expected that disciplinary actions will be reduced by 10% as measured by OORS reporting system by June 2019.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 2 Staff, Students, Parents, Guardians and Families</td>
<td>October 2018 - June 2019</td>
<td>CBST, SLT, Principal, Assistant Principals, Teacher Teams</td>
</tr>
</tbody>
</table>

In coordination with our SIFSC, OSYD, Guidance Counselors and School Based Support Team, data driven workshops will be provided to IS 2 staff focusing on available suspension/discipline data, teacher student/conferencing and goal setting. Additionally, targeted classroom instruction and student assemblies will be utilized to explain, demonstrate and reinforce the PBIS program implementation and goals. Guidance counselors will be working with the SWDs in small groups to address individual needs and understanding of the program. The ENL teachers will be working closely in supporting our "Entering" level English Language Learners in adjusting to their new school environment and to the PBIS program. Debate Team, 8th Grade Student Committee (e.g. Yearbook, T-Shirt), Student Government, CHAMPS, Library Squad, and Junior Arista will continue in the 2018-2019 school year.

The school will provide assistance to families of IS 2 students, in understanding topics such as the following:

- the PBIS program
- the State’s student academic achievement standards
- the State’s and local academic assessments including alternate assessments
- how to use the NYC Schools Account to monitor their child’s progress

| IS 2 Staff, Students, Parents, Guardians and Families | October 2018 - June 2019 | Teacher Teams, Principal, Assistant Principals, Data Specialist, Parent Coordinator, PTA Leadership and Parents |

Parent workshops will be held monthly to explain, demonstrate and reinforce the PBIS program implementation and goals. Parents will be invited to participate in open forums with school representatives to discuss the impact and progress of the program.

| IS 2 Staff, Parent Coordinator, PTA, Students, Parents, Guardians and Families | October 2018 - June 2019 | Principal, Assistant Principals, PTA, Parent Coordinator and Teacher Teams |

NA

NA
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Guidance Counselors, Parent Coordinator and SAPI Worker will be working closely with staff, parents and students throughout the 2018-2019 school year including the 4 Parent Teacher Conferences which are held quarterly. Workshops will include: How to register and use Pupil Path, Bullying Awareness, Progress Reports and Report Cards, PBIS, etc. During the September 2018 Parent Teacher Conference - the parent coordinator has made arrangements for professional development regarding Pupil Path and navigate the program to to monitor student progress and behavior. In March 2019, a parent coordinator will survey parents establishing their needs and interest to provide a workshop regarding student behaviors and interventions. In June 2019, after a review of the OORS monitoring system workshops will be offered to parents regarding the results of the data pertaining to specific infractions.

Part 4 – Budget and Resource Alignment

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

The Professional Development plan allows for the rescheduling of classes to accommodate teacher training and students’ schedules will be modified to allow for assemblies and other related activities. Teachers will also be participating in professional development provided by The Staten Island Borough Field Support Center, such as the Therapeutic Crisis Intervention for Schools (affiliated with Cornell University), and turn-keying the information during the Monday Professional Development and Tuesday Inquiry Time. Also professional development will be provided by National University regarding a program called Sanford Harmony. This program incorporates specialized teaching strategies into classroom activities - in an effort to reduce bullying, and help develop youth of today into tolerant, compassionate, and caring adult for the future.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

Part 4b. 21st Century Grant

Part 4b. 21st Century Grant

Part 4b. PTA Funded

Part 4b. In Kind

Part 5 – Progress Monitoring

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

By December 31, 2018 there will be a 10% reduction in student occurrences as identified through the OORS which will be used by teacher teams to measure the effectiveness of the PBIS program. As a result, a survey will be developed by the PBIS team to poll students regarding respect and harassment in January 2019. By June 2019, there will be a 5% increase in students who respond favorably when asked about respect and classroom behavior, in the School Survey to measure the effectiveness of the PBIS program.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OORS and the NYC School Survey will be used to measure progress in January 2019 and June 2019.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Common Planning has been incorporated into all teachers schedules 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. The most recent Quality Review, indicates that structures need to be improved in aligning assessments to curricula and to adjust instructional decisions at the team and classroom levels. Therefore, teachers will use information gathered by formative assessments, DRP, periodic assessments, MOSL, etc., to inform instructional decision making including, but not limited to, grouping, instructional strategies and AIS. The priority need is to ensure communication between all teachers in the I.S. 2 community (department, academy and grade). The school has developed a uniform reporting procedure to document, track and provide actionable teacher feedback from common planning sessions. Through the new Google Suite program, teachers will be documenting all information discussed during common planning periods and have the ability to collaborate and edit in real time. Administrators will have access to all information entered and make recommendations to support progress. The procedure will be reviewed quarterly (or as needed) to determine its impact. It is anticipated that the use of the procedure will result in increased understanding about the school’s trajectory towards academic progress by June 2019.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>An ongoing training will be provided on the use of the Google Suite platform to all staff members beginning in September 2018. By November 2018, 50% of the staff will be utilizing the program. By February 2019, 75% of the staff will be fully engaged in using the platform and communicating digitally with colleagues. By June 2019, it is anticipated that 100% of the staff will be utilizing the platform during Common Planning Periods, which will result in increased understanding about the school’s trajectory towards academic progress. As a result, curriculum maps and unit plans will be reviewed, revised and refined.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, teachers and students</td>
<td>Quarterly throughout the year – September 2018 to June 2019</td>
<td>Administration, SIFSC and teacher representatives.</td>
</tr>
</tbody>
</table>

In coordination with our SIFSC 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 plan is to use the Google Suite Platform to achieve this goal. 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 will be present in lesson plans, unit plans, classroom assessments and, ultimately, student achievement. Administrators will track growth by using the Advance Web Application to support teacher development and address improvement in teacher practice.

Teacher Teams will meet with Instructional Leads and Data Specialist to review student performance as measured by formative assessments, DRP, periodic assessments, MOSL, etc. The Data Specialist will provide assistance in identifying meaningful trends and patterns generated by the data. Using the data, target students (e.g., Students with Disabilities, English Language Learners) will be placed in AIS to support identified need.

Programs include:

- MSQI Strategic Reading
- Achieve 3000
- Lightsail
- Phonetic Sensory Programs
- Book Clubs

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Staff will be working closely with parents and students throughout the 2018-2019 school year including the 4 Parent Teacher Conferences which are held quarterly. Workshops include: How to register and use Pupil Path - which will be taking place on September 2018, Family Science Night - which will be taking place October 2018 Arts Night - Winter Showcase - December 2018 and Spring Showcase - May 2019, International/ Foreign Language Night - May 2019, etc.

### Part 4 – Budget and Resource Alignment

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

Adjustment will be made to teachers’ schedules as necessary to assist in the review of the common planning documentation/feedback procedure. Teacher Leaders will be designated to share information with their colleagues regarding all items discussed and disseminate it. Teachers will create and share instructional materials that support best practices with staff and parents.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td></td>
<td>❌ 21st Century Grant</td>
<td>❌ SIG</td>
<td>❌ PTA Funded</td>
<td>❌ In Kind</td>
<td>❌ Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

The reporting structure developed will be evaluated quarterly (or as needed) and revised as necessary. Information will be gathered during common planning sessions and inquiry team meetings and teacher observations will show if it is implemented in the classroom. 30% of Teacher Observations will be submitted by November 2018. 50% of Teacher Observations will be submitted into the Advance Web Application by February 2019, the results of which will be used to revisit and refine the work of the common planning periods. By May 2019, 100% of the teacher observations will be completed and submitted on the Advance Web Application.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance will be used to measure progress in November, February, and May.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In 2017-2018, IS 2 was required to complete 259 Informal Observations and 1 formal observation based on teachers’ choices. Although the observations were completed on time with actionable feedback provided to the teacher, there needs to be a stronger system in place to use the feedback to provide support to teachers and other staff members that leads to an understanding of next steps. Consequently, the Principal and Assistant Principals will establish benchmarks tied to the completion of the observations, debriefing sessions and periodic check-ins to support targeted teacher practices throughout the year. Using this information professional development and other teacher support will be made available to improve the delivery of instruction. In the 2017-2018 school year the majority of the teachers at I.S. 2 have been rated Highly Effective (1) or Effective (64) with no Developing or Ineffective Ratings. 30% of Teacher Observations will be submitted by November 2018. 50% of Teacher Observations will be submitted into the Advance Web Application by February 2019, the results of which will be used to revisit and refine the work of the common planning periods. By May 2019, 100% of the teacher observations will be completed and submitted on the Advance Web Application.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

In 2018-2019, 25% of informal observations, debriefing sessions and check-ins will be completed by 11/1/18; 50% will be completed by 1/16/19; 75% will be completed by 3/1/19; and the balance by 5/15/19. The progress of all observations will be monitored by the principal using the Advance Web Application.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, teachers and students</td>
<td>October 2018, January 2019, March 2019, May 2019</td>
<td>Administration and SIFSC</td>
</tr>
</tbody>
</table>

In coordination with our SIFSC, the administration will develop a reporting structure to document the completion of informal observations, debriefing sessions and check-ins. Additionally, administration will focus on the impact actionable feedback on student achievement. The data generated will be reviewed by administration monthly; with a comprehensive review quarterly (or as needed) to determine the effectiveness of the reporting procedure. Principal will receive a copy of all observations performed and will review them with the assistant principals to create specific action plans for each teacher who receive an ineffective or developing rating. Evidence of effective use of actionable feedback will be present in lesson plans, unit plans, classroom assessments and, ultimately, student achievement. Administration will review lessons to ensure that they are differentiated for SWDs and ELLs, meeting with teachers during common planning periods and providing professional development when necessary. A questionnaire of needs assessment of professional development was distributed in June 2017 and staff submitted their responses for suggested professional development to the administration and professional development committee. The information was used to create the professional development plan which will be conducted during Monday Afternoon Professional Development, Chancellor Conference Days and Common Planning periods.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent Coordinator, staff and parents will present workshops during monthly PTA meetings. Workshops include: How to register and use Pupil Path - which will be taking place on September 2018, Family Science Night - which will be...

**Part 4 – Budget and Resource Alignment**

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

Adjustment to teachers’ schedules as necessary to assist in the debriefing sessions or other activities (i.e. professional development, inter-visitations, etc.) as a result of the actionable feedback.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By December 1, 2018, 30% of informal observations, debriefing sessions and check-ins will be completed, 65% by 3/1/19; and the balance by 5/15/19. The data generated will be evaluated monthly (or as needed) and revised as necessary.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advanced will be used to monitor progress in October, January, March and May.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

IS 2 is now in its third year utilizing the use of the online/mobile application PupilPath. PupilPath allows parents, teachers, and students to have instant access to student information. The development of the website is to help promote awareness and dissemination of student achievement data (both formative and summative). In conjunction with the SLT and PTA the site was acquired due to it being “parent friendly” and accessible for all members of the IS 2 Community. For example, several pages of the website support many of the languages in the IS 2 community. I.S. 2 Parent Coordinator will have sessions helping parents to access the site and track their child’s progress. Teachers also communicate with parents by utilizing Pupil Path anecdotal system, during the Tuesday Parent Outreach and through progress reports giving out each marking period.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 10/16/18, 100% of the student population will have access to PupilPath</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By 1/15/19, 95% of the IS 2 community will have utilized the site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By June 2019, 100% of the IS 2 community will have utilized the site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.S. 2’s Parent Coordinator will continue to provide support to the parent’s/guardians on how to access and navigate the program throughout the year.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>Start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>The Parent Coordinator, Guidance Counselors, PTA and school leaders will hold parent workshops detailing the importance of student assessment data and the need to be connected to data sources regarding student progress, beginning with - How to Use Pupil Path. Google Classrooms, How to Support Your Child's Learning and Behavioral Needs (PBIS)</td>
<td>The Parent Coordinator, Guidance Counselors, PTA, Parents/Guardians and school leaders</td>
<td>September 2018, February 2019, June 2019</td>
<td>Principal, SLT and Parent Coordinator</td>
</tr>
<tr>
<td>The school will provide assistance to parents in understanding topics such as the following:</td>
<td>The Parent Coordinator, Guidance Counselors, PTA, Parents/Guardians and school leaders</td>
<td>September 2018, February 2019, June 2019</td>
<td>Principal, SLT and Parent Coordinator</td>
</tr>
<tr>
<td>- the importance of student assessment data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the need to be connected to data sources regarding student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the State’s academic content standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the State’s student academic achievement standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the State’s and local academic assessments including alternate assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- how to use PupilPath to monitor their child’s progress. Parents also 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parent Coordinator will be working with the United Activities Unlimited to Support Family and Community engagement through workshops and family events. Workshops include: How to register and use Pupil Path - which will be taking place on September 2018, Family Science Night - which will be taking place October 2018, Winter and

Part 4 – Budget and Resource Alignment

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

Parent Engagement funds will be used for meetings and workshops, provided by the parent coordinator, designed to inform families and students about the online/mobile PupilPath system.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Letters containing access codes and directions on how to log on were backpacked home with students the week of September 10, 2018. In September 2018, a workshop to parents will be offered on How to Use Pupil Path. By 10/16/18, 100% of the student population will have access to PupilPath; by 1/16/19, 95%; of the IS 2 community will have utilized the site. By June 2019, 100% of the IS 2 community will have utilized the site. I.S. 2's Parent Coordinator will continue to provide support to the parent's/guardians on how to access and navigate the program. It is anticipated that 100% of the IS 2 community will be utilizing the program by February 2019, which will be the interim benchmark to measure the effectiveness of our workshops and parent outreach.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

PupilPath will be used to generate reports to monitor progress in October, January and June.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who receive a DRP score below 45 are referred for AIS</td>
<td>MSQI, Light Sail, Wilson, After School ELA Program, Peer Tutoring Program</td>
<td>Small group and one-to-one</td>
<td>During and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who score in the 25th percentile on Fall Benchmark are referred for AIS</td>
<td>MSQI, Mathletics, After School Math Program, Peer Tutoring Program</td>
<td>Small group and one-to-one</td>
<td>During and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Addressed through ELA and math criteria</td>
<td>Addressed through ELA and Math curriculum, After School, ELA and Math Program, Peer Tutoring program.</td>
<td>Small group and one-to-one</td>
<td>During and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Addressed through ELA and math criteria</td>
<td>Addressed through ELA curriculum and Peer Tutoring Program</td>
<td>Small group and one-to-one</td>
<td>During and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>School Based Support Team, Pupil Personnel Team, Teacher referral and Parent Engagement meetings.</td>
<td>Testing/Evaluation, Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations</td>
<td>Small group and one-to-one</td>
<td>During and after school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   As of September 2019, we have 3 students in temporary housing according to ATS.

2. Please describe the services you are planning to provide to the STH population.

   School supplies, books, glasses, etc. will be offered to students who are unable to purchase these items. Counseling services and intervention programs will be provided by Guidance Counselors and a Peer Tutoring program will be offered so that STH students have opportunities to progress academically.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
---|---|---|---|---|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

During the 2018-2019 Academic year, teacher teams will participate in targeted professional development focusing on, but not limited to, formative and summative assessment, reading strategies, small group instruction, lesson accessibility and differentiation all aligned with the Common Core State Standards. Staff members will also receive ongoing PD and support through MSQI. The PD will be provided by DOE, The Staten Island Borough Field Service Center, 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.

N/A

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.).

N/A

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.

An Instructional 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. Teacher teams will develop appropriate lessons for both whole group and small group learning environment which will include differentiated instruction for SWDs and ELLs. PD in this area will be ongoing and will be provided by the The Staten Island Borough Field Center 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$637,084</td>
<td>X</td>
<td>5a,5b,5c,5d</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source</td>
<td>Amount</td>
<td>Explanation/Background:</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5a,5b,5c,5d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5a,5b,5c,5d,5e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>7,166,005</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5a,5b,5c,5d,5e</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>George L. Egbert will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/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 ESSA;
● 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;

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

George L. Egbert, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

**I. School Responsibilities: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 will 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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</tbody>
</table>

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ 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):
- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☒ 6
- ☒ 7
- ☒ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Total # of teachers in this program: _______
- # of certified ESL/Bilingual teachers: _______
- # of content area teachers: _______
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

IS 2 will continue to 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, flexibly grouped by using the data provided by the most recent administration of NYSITELL/NYSESLAT with an emphasis on improving their listening and speaking skills. Students will work in pairs, triads as well as large group instruction. The grade levels served are 6, 7 and 8. The teacher to student ratio will be approximately 1:5. The language of instruction will be English. The data sources used will be NYSESLAT/NYSITELL scores and benchmark assessment scores. This will provide the teachers with current proficiency levels and teachers will be able to tailor their lessons accordingly. 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 2-hour sessions. Materials include dictionaries, props, costumes, art and crafts materials will not exceed $2400. Materials used are supplemental and distinct from those used in daily instruction. The NYS certified Librarian works in conjunction with the ESL and Drama teacher to provide support in the form of making both print and electronic resources available to students. Books include: Theatre Games for the Classroom: A Teacher's Handbook by Viola Spolin, 1986, Games for actors and non-actors by Agusto Boal, 1992, Introduction to Theatre Arts 2 by Suzi Zimmerman, 2007, Teacher's Guide for My First Acting Series, by Kristen Dabrowski, 2008, ESL Teacher's Activity Kit, Prentice Hall.

In addition to the print resources listed above, five I-pad minis are available for students and instructors for use. Students have access to all of the digital resources on the I.S. 2 Library homepage: [http://library.nycenet.edu/common/welcome.jsp?site=1328](http://library.nycenet.edu/common/welcome.jsp?site=1328).

The ENL teacher will maintain all records including permission slips and attendance each session in a binder. Program notifications will be provided in the preferred language of the parent/guardian.

Students will be engaged in an after school drama program. This work is designed as a theater game workshop. Theater – game workshops are useful in improving students’ ability to communicate through speech and writing. Under the direction of the ENL teacher and the Drama instructor of the school, students will learn through a series of group interactions. They will engage in rhythmic movement games, sensory games, communicating with and without words, storytelling and story theater. These activities are intended to strengthen their literacy skills along with improving their receptive and expressive communication skills. Within the theater workshop design ENL students will develop skills in concentration, communication, and problem solving. All teachers will see the students become more confident and comfortable participating in the classroom every day. Academic achievement can be shown by an increase in scores on the NYSESLAT and benchmark assessments. Teachers involved in this program are aware of students’ fear of participation and will engage students using games and group
Part B: Direct Instruction Supplemental Program Information

agreements as a catalyst for involvement. Program will begin in January of 2019 until May of 2019, students and teachers will meet weekly every Wednesday and Thursday from 2:05 p.m. - 4:05 p.m.

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. Currently the ENL teacher attends many professional development opportunities provided by the SIBFSC. Topics to be addressed include: Implementing the SIOP Method; Differentiated Instruction in the ESL Classroom; Teaching Advanced Literacy Skills; Reciprocal Teaching; and What’s Different About Teaching Reading to Students Learning English? These two-hour PD sessions will take place monthly. These PD sessions will be the support of the Instructional Specialist for 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.

These professional development sessions that teachers share with stakeholders in the school will positively impact the progress of ELLs by providing all teachers additional strategies for assisting ELLs. All agendas and attendance sheets will be maintained in a binder. 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 SIBFSC and 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: ______

Parent workshops will provide parents of ELLs the resources and strategies for helping their children become successful in school. Parents will be invited to participate in the preparation of sets, props and costumes that will be used in the final performance beginning April 2019. 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. Including parents in these activities will help to develop a stronger school/parent/student bond. Translation services will be provided through the use of trained pedagogues who are multilingual at the school. All written communication will be provided in
Part D: Parental Engagement Activities

the parents preferred language of communication. All parental contact will be noted in the program binder. The Translation Unit will also be contacted if necessary. The workshop/program providers will be Maureen Fries, ENL teacher, Monica Passante, Drama teacher and Donna Berry, Librarian. 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 Arts Showcase, Family Science Night, Family Game Night, Parent Book Club and Foreign Language 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, Twitter and PupilPath. Tentatively workshops will begin in February with topics such as: How to Support your Child During Testing, Career Panel, How to Prepare for High School.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
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<tr>
<td>- Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>- Must be supplemental.</td>
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<tr>
<td>- Additional curricula, instructional materials.</td>
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<tr>
<td>- Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
<td>12,366.00</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>002</td>
</tr>
</tbody>
</table>

School Name: George L Egbert Intermediate School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrienne Stallone</td>
<td>Maria Cavallo-Best</td>
</tr>
</tbody>
</table>

Coach:
NA

ENL (English as a New Language)/Bilingual Teacher:
Maureen Fries

School Counselor:
Jenna Emilio

Teacher/Subject Area:
Angela Fagen/IEP Teacher

Parent:
Luz Mortman

Teacher/Subject Area:
Lynne Weiglemann

Parent Coordinator:
N/A

Related-Service Provider:
Roseann Idone

Field Support Center Staff Member:

Superintendent:

Other (Name and Title):
Ilesa Carvalho

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP 48
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) [Yes] [No]
- Dual language program (DL) [Yes] [No]
- Freestanding ENL [Yes] [No]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   At present, DRP along with Fountas and Pinnell, Spotlight and teacher created assessments 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.

2. What structures do you have in place to support this effort?

   To that end, we have implemented the MSQI model to provide targeted intervention. MSQI is a multi-tier, interdisciplinary approach to literacy instruction that focuses on language acquisition and academic vocabulary, debate, and the explicit...
teaching of reading comprehension strategies - such as bi-weekly Word Generation reading on topical issues with an emphasis on academic vocabulary. MSQI supports ELLs in literacy specifically by direct vocabulary instruction, sentence starters and frames, accountable talking prompts. The vocabulary is reinforced throughout the week in all major subject areas. By approaching a common set of target words across literacy, math, science, and social studies, Word Generation provides students with multiple opportunities to experience the words in different contexts and develop a deeper understanding. Reciprocal Reading employs four comprehension strategies to help students unpack informational text. It is an instructional strategy where students and teachers engage in a protocol driven dialogue about a text in order to construct meaning. Students read together in groups stopping to ask questions, make predictions, and clarify or summarize information as a way of constructing meaning. This easy-to-master framework helps students develop a set of transferable reading strategies that they can apply in all subject areas. The Frayer model is also used to assist ELLs in learning new vocabulary.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

To assess ELLs I.S. 2 uses a variety of NYSCC assessments such as the Fall ELL Periodic Assessment to assess English profiency, DRP to evaluate reading Lexile level, ELA and Math Fall Benchmarks, the ELA and math Spring Benchmarks, core content baselines, and end of the unit tests. 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 use of authentic student work on baseline assessments, portfolio pieces, standardized rubrics and other formative assessments, student progress is measured in terms of anticipated performance on these NYSCC Assessments and the NYSESLAT. In addition, we use our ELL and ELA benchmarks and RAZ Kids ongoing assessments. These programs get real-time access to meaningful data about student reading behavior, comprehension, and growth so they can provide the necessary guidance to enhance learning and encourage a love of reading. ELLs have shown growth from the beginning of the year as compared to the end of the year in all four modalities.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Instruction will be based on the needs of each individual student. Data from Lexile reading levels, NYSESLAT, ENL benchmarks, DRP scores, and core content baselines will be used to assist teachers in planning how the content will be taught, which children will be grouped together and how instruction needs to be differentiated. Since we use flexible groupings, the teachers change students in each group based on their skills and current assessments. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening, speaking, reading and writing will spend more time improving in all areas. Goals will be set throughout the year to focus on areas the child needs improvements in. The ESL teacher and classroom teacher will be involved in the process meeting and planning during their common planning periods to implement scaffolds and strategies. These interventions include peer tutoring, small groups, one on one instruction, and conferencing. Through observations, teacher inquiry teams will submit weekly reports to administration to ensure the integrity and follow-through of necessary or needed interventions.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and Rti Guide for Teachers of ELLs.]

I.S. 2 uses the RTI framework starting with the administration of the Home Language Survey completed with the ENL teacher at registration. With this information the ENL teacher is immediately able to uncover factors that may influence the student’s English language learning process (such as SIFE) thereby allowing this information to guide instructional choices. When school begins, students are given a baseline literacy skill assessment (DRP) to see if the student is meeting grade level benchmarks. This is compared to the NYSESLAT that ELL students take in the Spring of the previous school year to measure language proficiency. If the student is flagged at-risk or below benchmark on any particular skill or competency, he/she receives targeted support by the ENL teacher in coordination with their content area teacher. I.S. 2 provides strong core (tier 1) instruction both in the content area as well as during stand-alone ENL. Students and teachers jointly construct knowledge working in small groups and individually to foster communication skills and teamwork. Students are participating in rigorous academics and receiving targeted instruction at all times. This includes small group instruction as well as one on one support. The teachers focus on language and processing skills using graphic organizers, glossaries, KLW charts, process charts, chunking while reading, direct vocabulary instruction, sentence frames and starters, etc. We also have a strong art program that allows all students to know the world through musical thinking and spatial representation. Where needed, some student
move on to tier III instruction for intensive and individualized instruction in a small group or one to one. The ENL and content teacher then reviews assessment to track growth and benchmarks. Program recommendations are made as a team base on assessment results and other influencing factors. Students may then be recommended for programs such as LightSail, Raz Kids, Achieve 3000 and peer tutoring.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) 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. Across the grades the majority of the students at I.S. 2 fall in the Expanding (Advanced) level of proficiency. Additional support is provided to all ELLs to increase their Reading and Writing Score on the NYSESLAT in programs such as LightSail, EPIC Kids and Achieve 3000. In addition, ELLs will have the opportunity to participate in I.S. 2’s after school program which will be focusing on supporting Reading, Writing, Speaking, Strategies and Vocabulary support to help them succeed in all CCLS State Examinations. In mathematics, the students are given benchmarks at the beginning of the year to assess their current level. These levels are used to identify skill deficiencies and create small groups. In addition, end of the unit tests and portfolio tasks are given to track growth and areas that need improvement. The data shows that 70% of our ELLs scored a 1 or 2 on the NYS math exam while 30% scored a 3 or a 4. To assist ELLs in math the school provides glossaries, textbooks in native languages, manipulatives, and native language peer support.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Results of assessments, such as the NYSESLAT, NYS CCLS Assessments and DRP are disseminated to teachers, who use these findings to generate a "English Language Learner Profile" that is shared with all content area teachers. The "Profile" includes their levels in all four modalities of the NYSESLAT and suggested Bloom Taxonomy tasks that students should be able to achieve. Teachers use this information to develop their instructional groups and guide their instruction. In addition, the ENL teachers meet during common planning periods with the ELA department to discuss ongoing needs of ENL students. The needs of the students are discussed and strategies for ELLs including direct vocabulary instruction, repetition of directions, common language, and the use of graphic organizers are included in lesson plans that are created during that period.

Part IV: ELL Programming

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.

   The ENL instructional model being implemented at I.S. 2 will be the integrated/stand-alone model. The ENL teacher will be pushing in and pulling out throughout the different grade levels. All ELLs at the ‘Entering and Emerging” levels receive 360 minutes of ENL instruction per week (180 Minutes in a stand-alone setting) and ELLs at the ‘Transitioning and Expanding’ level receive 180 minutes of ENL instruction per week. Commanding students will receive 90 minutes of ENL instruction. Students are programmed heterogeneously in our Integrated Co-teaching Classes (ICT) to address the special education needs of our ELL students as well as our general education ELL students. Our ENL teacher will be integrating into these ICT classes. The students who are not in these ICT classes, needs will be met in the Stand Alone portion of our program.

   Students at I.S. 2 are grouped heterogeneously by grade and travel together in blocks. ENL students are placed in the same class when possible in accordance to class size, IEP and 504 needs, and academy designation. The ENL
instruction model being implemented at I.S. 2 is a stand-alone/integrated model. During the integrated portion of the program the ENL teacher pushes in to an ELA classroom at all levels of English proficiency. Entering and emerging students are also provided with the stand-alone model in addition to the integrated portion and are pulled from their respective ELA classrooms. As part of the CR Part 154 regulations stand-alone groups are put in contiguous grade bands of either 6th and 7th or 7th and 8th. All ELLs at the entering and emerging levels receive 360 minutes of ENL instruction per week (180 minutes in a stand-alone setting). ELLs at the transitioning and expanding levels receive 180 minutes of integrated instruction per week. Commanding students receive 90 minutes of ENL instruction per week for two years after testing out of the program.

b. TBE program. If applicable.
   N/A

c. DL program. If applicable.
   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Using the results from the NYSESLAT and the NYSITELL ELLs are placed according to the requirements outlined in the CR Part 154-2 Requirements. Once NYSESLAT scores became available in August, the ENL teacher meets with the programmer to determine which students should be placed in the designated ENL classes, and which students also need to be in the Stand Alone ENL class, as per their proficiency level. Beginner/entering level students receive a total of 360 minutes of ENL services per week; 180 of those minutes must be in a stand-alone ENL class while the other 180 minutes are in an integrated ENL/ELA class. Low-intermediate/emerging students must receive 360 total minutes; 90 in stand-alone, and 180 in an integrated ENL/ELA and/or another 90 minutes that can be serviced in either stand alone or integrated (with ELA or any other content area). Transitioning has a total of 180 ENL minutes; 90 of them to be within an integrated ENL/ELA and the other 90 can be either in stand-alone or integrated with either ELA or another content area. Expanding ELLs receives 180 total minutes in an integrated ENL/ELA or another content area class. Commanding receives 90 minutes of services in an integrated ENL/ELA or other content area class. Once classes are created, the school programmer provides the ENL teachers with a schedule of all sixth, seventh and eighth grade classes that contain ELLs. The ENL teacher uses this schedule to program their integrated time according to the mandated minutes that they require. All entering and emerging students are also placed in a Stand Alone ENL class. The programmer works closely with the ENL teacher and are in constant communication to ensure all students are in the correct class, so all proficiency levels are receiving their mandated services. The content area teachers work with the ENL teacher to modify instruction for their ELL students. The school leadership oversees the programming of the ENL program at I.S. 2 to ensure that all students are receiving their mandated minutes. The ENL teachers, along with the assistant principal, create a schedule that adheres to the CR Part 154 and the assistant principal inputs this data into STARS. Once the ENL schedule is completed a copy of the schedule is placed in the ENL binder as well as the main office.

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

   At I.S. 2 we only provide the ENL program according to the responses on the Parent Choice Letter. The ENL teacher will be participating in relevant PD regarding ELLs and will turnkey best practices with content teachers of ELLs. Academic language development is planned in a variety of ways. English Language Arts and Mathematics classes are 90 minute blocks which are specifically designed to address both reading and writing language skills and general mathematics performance. Word work, which includes vocabulary, grammar, spelling and usage, is incorporated into the double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students, such as phonemic awareness, conventions for work endings such as plurals, tenses and comparison, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ENL teacher also utilizes laptop computers in the classroom to support learning. In addition, all Entering and Emerging ELL students have access appropriate
dual language dictionaries to work with. All ENL Literacy classes (general ed and special ed) are using a Common Core aligned curriculum. During the Stand Alone model, ENL instruction is content based. All of the listening, speaking, reading and writing activities are connected to the curriculum that is being taught in their Literacy classes. The ENL teacher incorporates this material into the ENL lessons during the stand alone period. Since the Stand Alone model is only used with our entering and emerging ELLs, the ENL teacher targets any areas of weakness and uses them to develop lessons that the whole class can benefit from. Lessons are differentiated according to students proficiency levels and learning style. The same ENL strategies used within the integrated model are carried over to the stand alone model as well. Listening exercises and videos are used to help develop students’ understanding of more difficult content. Also, the use of technology is a large component of our stand alone model. Using the SMARTboard makes the classroom interactive and makes the classroom student centered. It also gives everyone a chance to participate in the activity. In the ENL stand alone classes utilize laptops to engage students in reading and annotating articles through the use of such programs as Raz Kids, Light Sail and Achieve 3000. Core content is delivered in both stand-alone and the integrated model using Next Generation Learning Standards. Core content in the ELA integrated portion of the program uses a Curriculum called Code X. The classroom and ENL teacher work closely to deliver content. The teachers use a variety of instructional approaches to make content comprehensible to the students. Direction instruction is used during mini-lessons to model the skills. Interactive instruction, which is student lead, is used while students are role-playing, debating, conducting interviews, accountable talk, and group assignments. Experiential learning is used to enrich language through the use of games and role play. Independent study is also used to while students are working independently on various assignments such as reports and essays.

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

At this time I.S. 2 offers only a Freestanding ENL program so no native language instruction is taking place. We do not offer a bilingual program because the ELL parents have chosen ENL for their children. The school would open a bilingual or dual language program if the parents requested the program for their child(ren). The school is considering opening a dual language program for the 2018-2019 school year for grade 6. Students are given the opportunity to take mandated State Exams in their first language if available or use bilingual glossaries.

5. How do you differentiate instruction for each of the following ELL subgroups?

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

For English Language Learners, we try to provide assistance in areas they may be deficient. We have purchased laptop computers, along with several computer programs, such as “Light Sail”, “EPIC Kids” and “Achieve 3000” which address fluency and basic literacy skills that ELLs often lack. Listening and writing skills are addressed, as well as answering questions about instructional videos that require student response. We have also purchased other instructional materials and supplies such as audio visual materials, books with accompanying tapes, and stationary supplies to be used in the classroom. At the George L. Egbert Intermediate School 2, a small number of our ELLs are SIFE students. For these students, we try to provide assistance in areas in which they may have deficiencies, in collaboration with guidance counselors to assist their transition into the school and classroom setting. We often use laptop computers, along with the computer programs listed above to address fluency and basic literacy skills (such as phonics) that students with interrupted formal education often lack. Listening and writing skills are addressed, as well as answering questions about instructional videos that require student response. We also use other instructional materials and supplies such as audio visual materials, books with accompanying tapes, graphics, picture dictionaries and stationary supplies to be used in the classroom. By using resources such as NYSESLAT scores, SRI, DRP, and ELA/ELL assessment results, and ELL Periodic Assessment, we can see the strengths and weaknesses of individual students, and plan instruction accordingly. To support ELLs in mathematics the students have glossaries and text books in their native languages (Spanish) to help make the language comprehensible. Teachers use the direct instructional model to teach the mini-lesson and the interactive instruction model while the students are working in small groups. In addition, scaffolds such as process charts, manipulatives, and direct vocabulary instruction are used to improve performance and increase skill level. We have approximately 24 newcomers at I.S. 2 (0-3 years of service). We address their needs by doing the following: We always
invite our newcomers to participate in our after school programs. We offer computer and laptop assistance, where they can use special software geared at increasing English language proficiency. (programs mentioned above) The independent reading books are used within a guided reading group and also during independent reading time. Contact with mainstream teachers is also a large part of our newcomer plan at I.S. 2. The ENL teacher provides mainstream teachers with training and ENL resources, as well as specialized materials such as picture dictionaries, bilingual dictionaries, and simplified textbooks related to the topic they are teaching. The co-teaching model allows the ENL teacher the opportunity to take a small group of newcomers for specialized mini lessons to teach the basics, such as ‘survival English’ for brand new students. We try to assign a ‘buddy’ to our newcomers within the first week, which is a responsible classmate who usually speaks the same native language. We always encourage our newcomers to write in their first language in the beginning of their transition in order to reduce some of the frustration often felt when they are unable to participate in classroom tasks. They also are encouraged to draw or make a story map to communicate what they are trying to express. We try to address the individual needs of our Developing (4-6 year) ELLs by utilizing the NYSESLAT data to find the strengths and weaknesses of each student. By using resources such as the DRP, ELL Periodic Assessment, and benchmark assessments we can see the strengths and weaknesses of individual students, and plan instruction accordingly. Our 4-6 year ELLs scored mostly at the expanding level of the NYSESLAT. However, Reading/Writing scores were lower than Listening/Speaking. We are continuing to utilize several instructional interventions to address this, such as: 4-Square Writing Method, Frayer Model Vocabulary Instruction Strategy through Word Generation, Scaffolding, Building Schema, Inferencing, Using Context Clues, Making Connections, etc. are used in both ENL and Content Area Classrooms. Our plan for Long Term ELLs includes a variety of strategies. Upon closer analysis of their NYSESLAT, ELA and Math scores, DRP, Benchmark Assessments we determined that a majority of our Long Term ELLs were testing at higher proficiency levels in Listening and Speaking than in Reading and Writing. We are continually analyzing the NYSESLAT, ELA, and DRP data to determine which specific literacy skills were more problematic for ELLs across the board. This will in turn inform our instruction and test preparation to include more emphasis on those skills in our academic planning and curriculum mapping.

For all of our ELLs, we utilize “Light Sail” and “Achieve 3000”. These programs are a support for independent reading for the Literacy classes to which the ENL teacher works with. The programs are an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. The program meets the needs of struggling readers whose reading achievement is below proficient level. It also directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. These are skills with which all our Long-Term ELLs seem to require the most help. Former ELLs are kept in their class with their peers, and receive instruction from teachers who already differentiate the instruction for ELLs. All former ELLs receive 90 minutes of instruction from the ENL teacher in their ELA classes. We also work with their guidance counselors, team leaders, subject teachers and assistant principals to ensure they are transitioning smoothly. The former ELLs are also offered extra materials, resources, and supports to the teacher of that content area if the need arises, and also gets the same testing accommodations. At I.S. 2 we have an after school program this year. An after school drama program targeting ELLs will begin in January and run through May. 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 May during I.S. 2’s Spring Arts Showcase.

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

Teachers use a variety of instructional materials and strategies to support ELL-SWDs both in the classroom and during stand-alone instruction. Grade-level materials include curriculum aligned textbooks, manipulatives, visuals, charts, graphic organizers, and technology where available. Instructional strategies include graphic organizers, process charts, prompting questions, KWL charts to drive instruction, visuals, think-pair-shares, think alouds, summarization of the lesson to reduce language demands, sentence frames, sentence starters, and direct vocabulary instruction. The ENL teacher will be collaborating with content teachers and during common planning with ELA teachers. The ENL teacher will be meeting with the ELA teachers during common planning periods so she may have access to curriculum and data regarding student progress. Currently, we have several programs in place to help students in the core content area. There are several opportunities afforded to all of the ELLs with a special focus on our long term ELLs. Students have access to various different technological programs which are administered throughout the day during targeted instructional ELA periods. These programs include:
- EPIC Kids is used with our students who have tested in the Entering and Emerging Levels of the NYSITELL/NYSESLAT and also according to their DRP/FP results
- Light Sail is used with the Transitioning and Expanding
students of the NYSITELL/NYSESLAT and also according to their DRP/FP results• Achieve 3000 is used with all ELLs in various levels of Language Acquisition. Data acquired from these program will also be used to drive instruction in the ELA/ENL classrooms. In addition, Word Generation (an MSQI Vocabulary Acquisition Program) is administered across content areas and across all grades.

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

ELL-SWDs are programmed in block schedules to accommodate mandated IEP services and the required number of minutes of ENL instruction. A review of relevant data (SESIS and ATS) is routinely performed by members of the LAP and PPT teams 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 with non-disabled peers. The enrichment classes include drama, band, and art. They have a choice of academic academies for the year which include art, science and technology, or business and law. There is also an after school program called United Activities Unlimited which offers sports and STEM to students interested in participating. In addition, I.S. 2 also has a title III after school drama program.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All students are programmed 90-minute literacy and math blocks, and 45-minute Social Studies and Science periods that incorporate ENL strategies in the content areas (i.e. glossaries and native language assessments where possible). Classroom teachers collaborate with the ENL teacher to meet the needs of the ELL and are aware of the proficiency levels of the ELL 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 ELLs in particular, have the opportunity to increase their vocabulary and reading comprehension to meet the demands of the Common Core Core Learning Standards.

Supplemental targeted intervention programs for literacy include Raz Kids, LightSail, and Achieve 3000. These computer-based programs target reading comprehension with high-interest reading passages. The programs track and record data. There are also options to translate passages in other languages to make them accessible to all English proficiency levels. For math and other content areas small group instruction in English is used to improve skill level. Peer translation, glossaries, and textbooks in native languages (where available) are utilized.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We will be continuing with the MSQI model and our AIS programs since it has proven to be successful with our ELLs. The data from these programs have shown that ELLs have increased their Lexile level. For this upcoming school year, I.S. 2 is infusing social studies into the 6th grade curriculum to create a humanities program that integrates subject areas allowing for continuity among classes. Teachers are also incorporating technology into lessons to make them more engaging for students.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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 Science Fair, Family Science Night, Foreign Culture Fair, Family Game Night and all after school programs (i.e. United Activities Unlimited, Title III ENL/Drama Program). Through the use of block scheduling, all ELLs have the opportunity to participate in Egbert’s Enrichment programs (i.e. Instrumental Music, Drama and Fine Art). ELLs are invited to participate through use of the School Messenger Service and Pupil Path and which will provide information in their home language. In addition, ELLs and parents are invited to various district run conferences during the year.
12. What instructional materials, including technology, are used to support ELLs? Include core 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 bilingual 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 also able to access digital native language books in I.S. 2's Library with assistance of the Librarian. In addition, teachers use a variety of materials to support all ELLs including glossaries, laptops for images and photographs, SMART Boards, KLW charts, and graphic organizers.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Dual language books and cultural libraries in native languages are available in the ENL program and the I.S. 2 Library. The core content areas have textbooks and assessments in Spanish.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

A review of relevant databases (ATS, 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. STARS programming and the monthly EDAT report ensure that students are appropriately placed.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

Students are supported with glossaries across the curriculum and work closely with classroom teachers in the content areas. The IS 2 Librarian/Media Specialist works with curriculum area teachers to provide technological support via the school's library website. ELLs are able to access digital native language books. Currently there are two schools in the building. A district 75 program uses a wing of the 3rd floor. I.S. 2 students have full use of the rest of the building and ELL students have not been impacted in any way by the collocation.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

An Open House/Orientation is held by the ENL teacher and the Parent Coordinator 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 families of ELL's throughout the year for newly enrolled ELL students. Parents of new ELLs are offered translation services through the free language line offered through the DOE (855-249-9103 or 800-231-0288). Peer translation is also available for incoming students to help them navigate and feel welcome.

17. What language electives are offered to ELLs?

ELLs can select from the two foreign electives offered at this time: Spanish and Italian.

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

N/A
1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards? The ENL teachers will conduct PDs with ENL and math teachers on topics that help ELLs succeed. Topics will include direct vocabulary instruction, accountable talking prompts enabling ELLs to use language with their peers, graphic organizers, repetitive and common language, process charts, and other manipulatives. In addition, the ENL teachers will turn-key information from PDs given at the Field Support Office. Professional Development is ongoing. Every Monday, there are professional development meetings where teachers receive strategies and routines to implement into their instruction. These PDs are usually given by the I.S. 2 Teachers and Administrators. The theme of the PDs depend on the feedback and suggestions of the teachers. Teachers who attend workshops outside of the building are asked to turn-key the information they received to other staff members during this time. In addition, teachers are allotted time on Mondays to collaborate as a department (by grade), to share power point presentations and lesson plans. This is where the ELA teachers are given time (also during common planning periods) to collaboratively plan with the ENL teacher. It gives teachers of each department time to discuss their plans and make sure they are all on the same page, and are covering the same curriculum topics. Also, every Tuesday afternoon, after parent engagement, there is either a team meeting, grade meeting or department/inquiry meeting for all teachers. This gives all content area teachers and teams an opportunity to collaborate and discuss their needs and concerns. This time also gives the ENL teacher time to get feedback and give support to those teachers of ELLs that do not normally plan with the ENL teacher. All teachers are provided with a list of PD opportunities as offered by various providers, i.e. NYCDOE, SIBFSC 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. Throughout I.S. 2’s Professional Development Plan there are a variety of topics that include the differentiating of ELLs according to their Language Proficiency Levels and for former ELLs to support their transition into a non ENL/ELA Program. The ENL Teacher will also be providing professional development regarding scaffolding of strategies to incorporate academic language in the classroom. All teachers of ELLs will also be given a NYSESLAT PD that will expose the content area teachers to the expectations of an ELL on the NYSESLAT. They will then be able to see how the NYSESLAT is based on all content areas. The content area teachers will be given strategies and tools to use that will help them incorporate language into their classroom, and focus on all four modalities (listening, speaking, reading and writing).

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

I.S. 2 will meet the 50% PD mandate by attending the ENL PDs given by the Staten Island Field Support Office. The mandate will also be met each month during Monday PD times when teachers share best practices and strategies geared to both Special Education and ELL students. I.S. 2 will meet the 15% mandate during Monday PD sessions. ENL teachers will turnkey PDs from the Staten Island Field Support Office. 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. Guidance Counselors work closely with the ENL teacher to better assist ELLs as they transition to high school. I.S. 2 professional development 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. All staff interacting with ELL students will be provided PD throughout the year during Monday PD sessions to comply with the 15% for general education teachers and 50% for our ENL teacher. Attendance records for these sessions are maintained by the Principal and Payroll Secretary.
Parental Involvement

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

During the Tuesday Afternoons Parent Outreach, our ENL teacher schedules meetings to speak with parents, in person or by phone, to discuss language development progress, language proficiency assessment results and language development needs in all content areas. During our Curriculum Conference the ENL teachers discusses the goals with the parents. 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. The ENL teacher will share the English proficiency levels and the Targets of Measurement with the parents. Assessment data from baselines, end of unit tests, and current reading levels will also be shared and explained to the parents. Based on the English proficiency level of the student, next steps and goals will be shared from New York State ESL standards.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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 Science Night, Family Game Night, etc.. Using the automated messaging system, School Messenger, notices are sent in the language indicated on the HLIS. Also events are announced on the Pupil Path. Notices are also sent home in their native languages. Our ENL teacher meets with each individual ELL parent (in addition to Parent Teacher Conferences and Tuesday Parent Engagement) to discuss their child’s progress and next steps to assist in their learning and encourage further progress to English Proficiency. At I.S. 2 we have an after school program funded by Title III. An after school drama program targeting ELLs approximately begins around January and runs through May. 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 during the Spring Arts Showcase. Overview of the NYS testing and NYS ESLAT, the importance of homework and independent reading. The ENL teacher works with the guidance counselor in regards to disseminating High School information to 8th grade students.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Adrienne Stallone, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** I.S. 2 George L Egbert  
**School DBN:** 31R002

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrienne Stallone</td>
<td>Principal</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>Maria Cavallo-Best</td>
<td>Assistant Principal</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>Maureen Fries</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>Luz Mortman</td>
<td>Parent</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>Angela Fagen/IEP Teacher</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>Lynne Weiglemann/ELA Teacher</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jenna Emilio</td>
<td>School Counselor</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilesa Borges Carvalho</td>
<td>Other ENL Teacher</td>
<td></td>
<td>9/20/18</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna</td>
<td>Berry</td>
<td>Library Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs regarding translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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

   In order to assess our school’s written translation and oral interpretation needs a comprehensive review of Home Language Identification Surveys, ATS (RAPL) and SESIS 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 129 families speak Spanish; 60 Chinese; 32 Russian; 5 Urdu; 29 Arabic; 27 Albanian; 11 Polish and 7 speak other languages.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>176</td>
<td>100</td>
<td>180</td>
<td>100</td>
</tr>
<tr>
<td>Russian</td>
<td>36</td>
<td>100</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>Chinese/Mandarin/Cantonese</td>
<td>125</td>
<td>100</td>
<td>124</td>
<td>100</td>
</tr>
<tr>
<td>Albanian</td>
<td>28</td>
<td>100</td>
<td>33</td>
<td>97</td>
</tr>
<tr>
<td>Polish</td>
<td>14</td>
<td>100</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Arabic</td>
<td>47</td>
<td>100</td>
<td>47</td>
<td>97</td>
</tr>
<tr>
<td>Urdu</td>
<td>16</td>
<td>100</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Turkish</td>
<td>2</td>
<td>100</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Ukranian</td>
<td>4</td>
<td>100</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Italian</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Lithuanian</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Armenian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Spanish and Chinese

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Parent Orientation Mtg.</td>
<td>September</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Fall/Winter notices</td>
<td>September</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>September</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Event</td>
<td>Time</td>
<td>Details</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>After school programs</td>
<td>September</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Notifications of half days and</td>
<td>October, February, May</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Student Handbook</td>
<td>September</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Parent-Teacher conferences</td>
<td>October, February, May</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>8th grade picture notification</td>
<td>Spring</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>8th grade ring measurement</td>
<td>Spring</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Book Fair</td>
<td>Fall/Spring</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>8th grade gown measurements</td>
<td>May</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Spring Summer Notices</td>
<td>April-June</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>NYSCC ELA/Math Exam Notices</td>
<td>March</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>8th grade trip notice</td>
<td>May</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>8th grade graduation</td>
<td>June</td>
<td>Pupil Path, Reminder, Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Parent Orientation Meeting</td>
<td>September 18, 2018</td>
<td>Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>September 20, 2018</td>
<td>Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November, March, May</td>
<td>Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
<tr>
<td>Tuesday Parent Communication</td>
<td>September - June</td>
<td>Teacher translation and phone interpreter service (855-249-9103 or 800-231-0288)</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, the school will use School Messenger, Pupil Path, email, and Remind to inform limited English-proficient families.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

A letter will go out to the I.S. 2 staff informing explaining the language access requirements and resources available. In addition, each teacher will receive a copy of the Chancellor’s Regulation A-663 at the beginning of each school year.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
Egbert Intermediate School adheres to the provisions as outlined in Chancellor’s Regulations A-663. Procedures have been established to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. i.e. distribution of Parents' Bill of Rights are included in our Parent Handbook, access to translation services, distribution of student specific notices in home languages and posting of appropriate signage in languages other than English. I.S 2 has also purchased Parents Guides that address different parent concerns involving school and the adolescent child which include topics such as: School Community Involvement; Stress, Anxiety and Depression; Homework Tips and Test-Taking Strategies, Empowering Immigrant Parents; Bridging the Gap Between School and Home; Social Media and Internet Safety; and Bullying.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

At I.S. 2 the Learning Environment Survey serves as a tool to gather feedback to determine parent concerns and issues. I.S. 2’s Parent Coordinator has an open door policy and has shared her email and phone number so parents have access to her at all times.