



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	31R002
School Name:	I.S. R002 GEORGE L. EGBERT
Principal:	ADRIENNE STALLONE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: George L Egbert Intermediate School School Number (DBN): 31R002
Grades Served: 6,7,8,SE
School Address: 333 Midland Avenue, Staten Island New York 10306
Phone Number: 718-987-5336 Fax: 718-987-6937
School Contact Person: Adrienne Stallone Email Address: astallone@schools.nyc.gov
Principal: Adrienne Stallone
UFT Chapter Leader: Mark Zink
Parents' Association President: Jeanmarie landolo
SLT Chairperson: Mary Danke
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sonia Pugliese
Student Representative(s): NA

District Information

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

Borough Field Support Center (BFSC)

BFSC: District 31 Director: Kevin Moran
715 Ocean Terrace, Staten Island, New York, 10301, Petrides
Director's Office Address: Complex
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 2123744252 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 School Comprehensive Educational Plan (SCEP) 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 Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Adrienne Stallone	*Principal or Designee	
Mark Zink	*UFT Chapter Leader or Designee	
Sonia Pugliese	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jeanmarie Iandolo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/Parent	
Lisa Amico	Member/Parent	
Andrew Aspromonte	Member/Parent	
	Member/Parent	
Carolyn Salatino	Member/ Staff	
Christina Ciccarrelli	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nataly Jasso	Member/Parent	
Jenna Emilio	Member/Staff	
Mary Danke	Member/Staff	
Christina Semey	Member/ staff	
	Member/	
	Member/	

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

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

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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 (5) 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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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. Structures 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)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

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 will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. 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.

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

Egbert also partnered with the Office of Arts Education, PS 38 and Marquis Studios to provide additional arts education for all 6th Grade students. The students were served once per week for 10 weeks and learned elements of percussion and song writing. They had the opportunity to perform for PS 38 students and shared in collaborative discussions concerning the transition from elementary to middle school.

Analysis of data reveals the need for academic vocabulary support within our English Language Learners, Student with Disabilities and our lowest third populations. In 2015, we entered our third year of participation in the Middle School Quality Initiative (MSQI). The program was piloted in the 13-14 school year and has become a focus for all grades. Students are involved in vocabulary acquisition, writing and debate across all curricular areas. Through MSQI, we have provided our teachers with a Generation Ready coach who works in the classroom with our staff to refine instruction. One other initiative for this school year is the expansion of the "text diet". The focus in this initiative is to assist students in developing fluency in a wide range of texts across the curricula areas while increasing their reading stamina and comprehension. The "text diet" 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, these programs include Achieve 3000 and Read 180/System 44. 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 "to increase reading comprehension and content knowledge while utilizing writing and discussion across the curriculum."

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 the lowest third. The data reveals a 19% and 12.5% growth in achievement in math and ELA respectively for students considered to be in the lowest third. Moreover, IS 2 has met its targets for Student Progress, Student Achievement and Closing the Achievement Gap based on the most recent accountability data (2013-14 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".

A constant challenge remains in the area of School Environment. The 2014-15 parent response rate fell to 41% from 59% -- a loss of 18% -- and remains a concern for IS 2. In light of the 2013-2014 Survey results that indicated a number of lower responses 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 eChalk. Through informal data gathered by our Parent Coordinator, we met our goals of increased parent communication based on website traffic. However, we are not sure

of the other Survey areas that need attention at this time since the results have not been published. Therefore, we will continue to monitor the Survey results and respond to the needs of our parents and community throughout the 2015-2016 school year. It is anticipated that our actions will impact the level of family participation and, ultimately, student engagement and achievement.

31R002 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	817	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	30	# SETSS	6	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	24	# Drama
# Foreign Language	24	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	58.3%	% Attendance Rate		92.3%
% Free Lunch	58.7%	% Reduced Lunch		11.5%
% Limited English Proficient	5.9%	% Students with Disabilities		24.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		6.8%
% Hispanic or Latino	26.0%	% Asian or Native Hawaiian/Pacific Islander		11.0%
% White	55.4%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.27	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.9%	Mathematics Performance at levels 3 & 4		27.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		66.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>For the past two years, IS 2 has partnered with Stage Doors to provide additional enrichment opportunities for students. However, these opportunities were limited to “specific teams of teachers”. In 2014-15, IS 2 partnered with Marquis Studios to provide increased access to art and enrichment opportunities to the entire 6th grade. Although more students were included this year, it is evident that more students need to have access to further enrichment opportunities. Also in 2014-15, IS 2 piloted a “Read-to-Run” program. 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. Students who satisfied the criteria were rewarded by attending a “Phys Ed – Literacy Day” that included a mix of literacy and health activities. This year our "Read-to-Run" is being further supported by donations from staff, grants and community organizations to increase student interest and participation. Approximately 12% of the student enrollment was involved in this pilot program. A review of the statistics provided by the IS 2 librarian indicated an increase in circulation including a wider selection of topics, authors and genres. Through our partnership with MSQI, we have been able to incorporate literacy into all content areas including speaking, listening, and writing skills, close read protocols, reciprocal teaching and Socratic Seminars. 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.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of the students will participate in the “Read-to-Run” as measured by circulation statistics, reading logs and teacher/student conferences. The ELA and Physical Education teachers will collaborate to create 4 CCLS aligned interdisciplinary units of study (one per marking period) connected to “Read-to-Run” to address the learning needs of all students providing remediation and enrichment across the subject areas.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In coordination with our BFSC, 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</p>	<p>All students, with a concentration on the lowest third, SWDs and ELLs</p>	<p>DRP administration: Fall 2015, Winter 2015 and Spring 2016. Math Benchmark administration in November 2015 and March 2016.</p>	<p>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</p>

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

<p>how to use NYC Schools Account to monitor their child's progress. In addition, parents have been made aware of the high learning expectations and the changes in the CCLS through monthly PTA meetings and informational emails provided by our Parent Coordinator. 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.</p>			
<p>In coordination with our BFSC, the achievement coach will meet with instructional leads, School Librarian, ELA and Physical Education teachers to develop 4 CCLS aligned interdisciplinary units of study (one per marking period) connected to "Read-to-Run" 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" program.</p>	<p>All students, with a concentration on the lowest third, SWDs and ELLs</p>	<p>Monthly during October 2015 through March 2016</p>	<p>Instructional Leaders, School Librarian, ELA, math and PE teachers and teacher teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist</p>
<p>The school will utilize DRP data to determine which students should be referred for additional intervention (Read 180, System 44). Additionally, the school will use targeted reading strategies in the math classroom to increase reading comprehension and stamina.</p>	<p>All students, with a concentration on the lowest third, SWDs and ELLs</p>	<p>DRP administration: Fall 2015, Winter 2016 and Spring 2016. Math Benchmark administration in November 2015 and March 2016</p>	<p>Instructional Leaders, ELA and math Teachers and Teacher Teams servicing the lowest third population and students in the lowest third, Assistant Principals and Data Specialist</p>

Part 4 – 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.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

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 MSQI during Common Planning periods. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS and student achievement. Staff determined that a 2% increase in student performance as identified through the DRP would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed. 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 January. 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 Read 180/System 44, Achieve 3000, Max Scholar and 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. In February 2016 , 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>A review of the 2013-2014 Middle School Quality Snapshot stated that 29% of the students indicate they treat each other with respect and 51% feel harassed by other students. In response to this data, IS 2 implemented a Positive Behavioral Intervention Support program (PBIS) to reverse this trend. 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 provided in-class workshop/assemblies for students addressing bullying and institute a Bullying Awareness Day. 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, and Computer Squad which promotes team building and leadership skills. Service credits are also earned by students who act as Peer Tutors, Monitors, Peer Leaders, Volunteers to shovel snow for the elderly and various community service activities. Since this has been implemented the 2014-2015 NYC School Survey indicates that 86% of I.S. 2 students feel safe in various locations throughout the building such as, classrooms, hallways, bathrooms, stairways and the cafeteria.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, IS 2 will implement a PBIS program with the intent of increasing the number of students who respond favorably when asked about respect and being harassed by 20%. As a result, it is expected that disciplinary actions will be reduced by 25% as measured by OORS reporting system.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In coordination with our BFSC, 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</p>	<p>IS 2 Staff, Students, Parents, Guardians and Families</p>	<p>October 2015-June 2016</p>	<p>SBST, SLT, Principal, Assistant Principals, Teacher Teams</p>

goal setting. Additionally, targeted classroom instruction and student assemblies will be utilized to explain, demonstrate and reinforce the PBIS program implementation and goals.			
The school will provide assistance to families of IS 2 students, in understanding topics such as the following: <ul style="list-style-type: none"> 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 2015-June 2016	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 2015-June 2016	Principal, Assistant Principals, PTA, Parent Coordinator and Teacher Teams

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 and turn-keying the information during the Monday Professional Development and Tuesday Inquiry Time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

<p>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.</p>
<p>Staff determined that a 15% reduction in student occurrences as identified through the On-line Occurrence Reporting System (OORS) by 12/31/15 would be the interim benchmark used by teacher teams to measure the effectiveness of the Positive Behavior Intervention Support (PBIS) program. As a result, a survey will be developed by the PBIS team to poll students regarding respect and harassment in January. A 10% increase in students who respond favorably when asked about respect and being harassed by 12/31/15 would be the interim benchmark used by teacher teams to measure the effectiveness of the PBIS program.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
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. However, as indicated in the most recent Quality Review, 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.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
The school will develop a uniform reporting procedure to document, track and provide actionable teacher feedback from common planning sessions. The procedure will be reviewed quarterly (or as needed) to determine its impact. It is anticipated that the use of the procedure will result in increased understanding about the school’s trajectory towards academic progress by June 2016. As a result, curriculum maps and unit plans will be reviewed, revised and refined.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In coordination with our BFSC and teacher representatives, the administration will develop a reporting structure to document the impact of common planning sessions and actionable feedback on student achievement. The documents created will be reviewed by administration weekly; with a comprehensive review quarterly (or as needed) to determine the effectiveness of the reporting procedure. Evidence of effective use of</p>	<p>Administration, teachers and students</p>	<p>Quarterly throughout the year – September 2015 to June 2016</p>	<p>Administration, BFSC and teacher representatives.</p>

actionable feedback will be present in lesson plans, unit plans, classroom assessments and, ultimately, student achievement.			
<p>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.</p> <p>Programs include:</p> <ul style="list-style-type: none"> • MSQI Strategic Reading • Read 180/System 44 • Achieve 3000 • Lightsail • Max Scholar • Phonetic Sensory Programs • Book Clubs 	Teacher Teams, Instructional Leads, Assistant Principals and Data Specialist.	Quarterly throughout the year – September 2015 to June 2016	Instructional Leads, Assistant Principals and Data Specialist.

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.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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. 50% of Teacher Observations will be completed by February 2016 and the results of which will be used to revisit and refine the work of the common planning periods.

Part 5b. In **February 2016**, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In 2014-15, IS 2 was required to complete 251 Informal Observations 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 2014-2015 school year all teachers st I.S. 2 have been rated Highly Effective or Effective.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>In 2015-16, 30% of informal observations, debriefing sessions and check-ins will be completed; by 12/1/15; 65% by 3/1/16; and the balance by 5/15/16. The progress of all observations will be monitored by the principal.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In coordination with our BFSC, 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</p>	<p>Administration, teachers and students</p>	<p>September 2015 to June 2016</p>	<p>Administration and BFSC</p>

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.			

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.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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 February 1, 2016, 30% of informal observations, debriefing sessions and check-ins will be completed . The data generated will be evaluated monthly (or as needed) and revised as necessary.
Part 5b. In February 2016 , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>IS 2 has established an eChalk website (egbert2.org), during the 2014-2015 school year, to help promote awareness and dissemination of student achievement data (both formative and summative). The development of the website was in conjunction with the SLT and PTA and was designed to be “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 and directs the parents to the NYC School Account I.S. 2 Parent Coordinator's has had sessions helping parents to access the site and track their child's progress. Teachers also communicate with parents during the Tuesday Parent Outreach and through progress reports. I.S. 2 NYC School Survey states that 65% of the parents feel that the school staff regularly communicate with them regarding their child's educational status and needs.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By 10/15/15, 35% of the student population will be registered on NYC School Accounts; by 1/15/16, 60%; and the balance by 6/16/16. I.S. 2's Parent Coordinator will continue to provide support to the parent's/guardians on how to access and navigate the program.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>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.</p>	<p>The Parent Coordinator, Guidance Counselors, PTA, Parents/Guardians and school leaders</p>	<p>September 2015-June 2016</p>	<p>Principal, SLT and Parent Coordinator</p>
<p>The school will provide assistance to parents in understanding topics such as the following:</p>	<p>The Parent Coordinator, Guidance Counselors, PTA, Parents/Guardians and school leaders</p>	<p>September 2015-June 2016</p>	<p>Principal, SLT and Parent Coordinator</p>

<ul style="list-style-type: none"> the importance of student assessment data the need to be connected to data sources regarding student progress the State’s academic content standards the State’s student academic achievement standards the State’s and local academic assessments including alternate assessments how to use NYC School Accounts 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. 			

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Parent Engagement funds will be used for meetings and workshops, provided by the parent coordinator, designed to inform families and students about NYC Schools Account.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

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.

It is anticipated that 35% of the the student population will be registered on NYC School Accounts by October 15, 2015 and 50% will be registered by February 2016, which will be the interim benchmark to measure the effectiveness of our workshops and parent outreach.

Part 5b. In **February 2016**, 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

Section 7: 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 where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in all disciplines. The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and un-qualified teachers. Teachers are instructed to become HQ under the BEDS or HOUSE. Teacher support is also provided through programs such as MSQI and Urban Advantage. Each of these programs offers the opportunity for teachers to work with curriculum specialists and other pedagogues in an interdisciplinary environment to develop best practices across the curricula areas.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
During the 2015-2016 Academic year, teacher teams will participate in targeted professional development focusing on, but not limited to, reading strategies, small group instruction, lesson accessibility and differentiation 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).
N/A

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/information, 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.
A Teacher Team was developed that represented a cross section of the school community with representatives from the core academic areas. The Team met in consultation with school leadership to adopt and implement assessment measures. All teachers have received PD regarding MOSL assessments as well as the interpretation of student performance and its impact on student achievement. 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 codes ¹ . To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	383,020.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	17, 20, 24, 27
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,660,522.00	X	17, 20, 24, 27, 30

¹Explanation/Background:

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

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

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

- 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.

²The **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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

The activities and/or strategies included in your school's PIP should align with current SCEP 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 Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

George L. Egbert Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

George L. Egbert School-Parent Compact (SPC)

George L. Egbert, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>48</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

Part C: Professional Development

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

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

Begin description here: _

Professional development opportunities will include a combination of in-house and contracted services targeting instructional practices and methodologies designed to meet the needs of the ESL student. Topics to be addressed include: Effective Journal writing in the ESL Classroom; Differentiated Instruction in the ESL Classroom; and Newspapers and Magazines as Tools in the ESL Classroom. These three two-hour PD sessions will take place monthly beginning Tuesday March 3 and ending Tuesday June 2, 2014. These PD sessions will be turnkeyed by the ESL teacher with support of the Instructional Specialist for each discipline. The budget will allow for 4 teachers to attend these sessions. These teachers will then turnkey this information to other staff at another time. The anticipated expenditure for this PD will not exceed the allocated 10% of T3 funding (4 teachers @ 6-hours each @ \$51.00 = \$1,200 approx.). Depending on availability and budget ("other school funding sources"), teachers may also attend PD offerings offered by the Department of English Language Learners and Student Support (DELLS).

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes 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 serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 002
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.

Principal Adrienne Stallone	Assistant Principal Mary Danke
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Maureen Fries	School Counselor Jenna Emilio
Teacher/Subject Area Angela Fagen/IEP Teacher	Parent JeanMarie landola
Teacher/Subject Area Lynne Weigleemann	Parent Coordinator Lisa Livorsi
Related-Service Provider Roseann Idone	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	813	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	16
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24	4	2	18		12	2		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3	0	3					0
Emerging (Low Intermediate)							1	1	5					0
Transitioning (High Intermediate)							0	2	3					0
Expanding (Advanced)							11	7	8					0
Commanding (Proficient)							11	12	5					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							11	12	5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3	0	0	0
7	8	0	0	0	0
8	11	1	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	9		3		3		0		0
7	7		0		0		1		0
8	7		3		2		0		0
NYSAA	0		0		0		0		0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At present, DRP along with Fountas and Pinnell are used to assess the early literacy skills of our Ell population. The most recent benchmarks indicate the majority of the population is performing at Level P/Q (approximately 3rd and 4th grade level). The implication here is that our students are performing two to three years below grade level. Therefore, attention has been given to instruction that supports the acquisition of literacy and vocabulary to bring this population up to grade level. To that end, we have implemented the MSQI model to provide targeted intervention.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
A review of the existing data indicates that ELL's are scoring well on the Listening and Speaking portion of the NYSESLAT. However, the performance gains are slow in the Reading and Writing portion. 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 Read 180. 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 supprtt to held them succeed in all CCLS State Examinations.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The number of students progressing to the Expanding and Transitioning Levels of NYSESLAT each year is steadily rising. It is anticipated that through targeted instructional interventions, we can increase student achievement in the Reading and Writing portion and therefore bring student performance closer to the 15-16 AMAO targets (i.e. 14% of students tested, scoring Commanding on the NYSESLAT 59% are in the Expanding and Transitioning levels of Language Acquisition) In light of this information, as part of MSQI, we have implemented Word Generation and adaptive ELA materials such as CODEX and a literacy program from HBJ that contains targeted ENL lessons. In addition, cultural libraries (some in native languages) have been purchased to assist in written expression among this population. Students are supported with glossaries across the curriculum and work closely with classroom teachers in the content areas. The focus is placed on increasing and expanding academic vocabulary in context by using the Frayer Model Vocabulary instruction method in all 3 grades across the content areas. Also available for our ELLs are the reading and writing

interventions such as, Read 180, System 44, Max Scholar and Achieve 3000 (available for home use and also includes a parent informational center where they can monitor student progress).

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

60% of the ELL population is performing at the Advanced Level of the NSESAT (equally apportioned across the grades). Similarly, this same population is performing at Level 1 on the NYSCC Math and ELA assessments. With the exception of Spanish, Chinese and Russian, the CC assessments are not offered in many of native languages as identified at Egbert. Moreover, most ENL students prefer to take the assessment in English since their reading comprehension in their native language is also limited. The Periodic Assessments have systematically revealed that the students need assistance in reading and writing. Therefore, the targeted instruction is focused on strengthening vocabulary in context which can lead to deeper reading comprehension and ultimately increased writing skills. To that end school leadership has implemented the MSQI model as a vehicle to address this area. Through the Word Generation component, the ELL population, working with content area teachers, will be exposed to literacy skills designed to increase their vocabulary across the curriculum thus preparing them for the NYSCC Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
NA

6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is considered in the areas of placement and programming. Classes are grouped heterogeneously to provide a mix of ability levels in the content areas. The same thought is given to ELL students in the area of NYSESLAT/NYSITELL performance and home language. I.S. 2 group students of similar language so they can assist each other with both common and academic language acquisition. Newcomers are assigned a student interpreter (if available) that will assist them throughout their transition. Content Area teachers are trained in ENL Methodologies and Strategies that are implemented in their classrooms. The ENL teacher is in constant communication with the content area teachers of their ELLs and are sure to include any additional scaffold and support for Entering and Emerging ELLs. Teachers are also give their students NYSESLAT Proficiency Levels and targets of measure to assist them in grouping and differentiating instruction. ELLs are also administered the ELL Fall Benchmark Assessment where the result are gathered from the NYC Schoolnet system and the Item Skills Analysis is given to all teachers of ELLs to use to group their students and to drive their instruction. Teachers differentiate according to the ELLs proficiency level and Content Area glossaries, bilingual dictionaries, picture dictionaries, graphic organizers, phonics and picture/vocabulary cards and Frayer Models are resources that are provided in the classroom. During Common Planning periods and Inquiry Tuesdays teachers also meet to discuss their students needs and how adapt their lessons to suit the needs of the ELLs. The ENL teacher conducts professional development to further explain the importance of aligning targets of measure to their language and content goals. The ENL teacher will demonstrate how all content area teachers of ELLs can use these targets of measure to guide their instruction to improve ELLs comprehension of language through the content areas. I.S. 2's ELA teachers are also using the DRP results to form their small guided reading groups during independent reading time. Along with all ELL Assessment Data the teachers are given background about the native languages and countries of each of our ELLs. Teachers are encouraged to research the cultures of their ELLs and try to imbed diverse cultural backgrounds into their curriculum. I.S. 2's teachers beginning of the year practices include the gathering of information by using student surveys and autobiographies in their curriculum as a way to learn more about their students backgrounds.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Evaluation of the ELL program is handled in the same manner as the other subject areas. All content areas (ELL instruction included) follow a protocol for evaluating student work and achievement. Through the close scrutiny of authentic student work on baseline assessments, portfolio pieces, standardized rubrics and other formative assessments, student progress is measured in terms of anticipated performance on NYSCC Assessments and the NYSESLAT. In addition, we use our benchmarks and Read 180 monitoring System. Read 180 offers a SRI test three times a year which then determines the students lexile levels. The results determine the students reading and writing levels as well as provide teachers with a breakdown of areas of strengths and weaknesses regarding reading and language arts skills.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At the time of registration, the pupil accounting secretary(Linda Spiro) immediately notifies the ENL teacher or individual from the Language Proficiency Team (LPT) who then interviews the family to discuss the Home Language Identification Survey (HLIS) (translation services are made available if needed). At this time the ENL teacher meets with the parent in the office and gives them the HLIS (in their native language, if needed) as well as the language preference sheet so we know which language of communication is preferred by the parent or guardian. The ENL teacher guides the parent as they fill out the HLIS and conducts the informal oral interview.. Since the ENL teacher is only fluent in English, the following staff members are used for translation as well as the NYC Translation and Interpretation unit. (Spanish: Tommy Hernandez, Rina Cicchelli, Cynthia Soto-Santiago, Eydie Oberbeck, Giovana Spatola, Franny Mineo; Italian: Giovanna Spatola; Russian: Valerie Morgan; Albanian: Bendis Agos; Polish: Doona Tokarska, Jolanta Sobolewska; Hebrew: Naomi Wientraub, Joannie Pearlman; Arabic: Iman Faraj; Urdu: Nashit Shabber; Hindi: Nashit Shabber; Punjabi: Nashit Shabber.) The NYSITELL is administered to determine placement and eligibility for services. All new entrants whose HLIS responses indicate a home language of spanish and who are newly identified as ELLs based on the NYSITELL results will be administered the Spanish LAB. Within 5 school days of the ELL Determination, parents are informed of the result if the NYSITELL and ELL status using the NYCDOE Parent Notification Letter in parent preferred language. During Parent Orientation Meeting parents are shown the Parent Orientation Video explaining their three options of program. Parents are then given the Parent Survey and Program Selection form (in their preferred language) where they will indicate their program choice. Students are then place in the available program here at I.S. 2 (ENL) while awaiting the return of completed and signed form.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

After review of the Home Language Identification Survey and documentation from prior schooling is reviewed (if provided) if there are indications of SIFE we will administer the Oral Interview Questionnaire and if applicable LENS will be administered. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS) which is also from the NYC DOE intranet. The 2015-16 SCEP-FL 66 LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction. Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a new student is in enrolled with an IEP, an IEP team along with the LPT and the student’s parent/guardian determines the student’s eligibility for receiving services at our school, along with the language that the service(s) should be delivered. A qualified interpreter or translator of the preferred home language of the parent/guardian must also be present at each meeting. ELLs who are also SWD receive accommodations and may use test mods as per their IEP. To determine SIFE identification, the EPRG appendix is used to identify the SIFE status, as mentioned in question 2 above. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development, including, the student’s history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language, Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent’s designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the

parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53 on the EPRG) must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- Parents receive and complete the program selection forms at the time of the Parent Orientation Meeting which is held within 5 days of enrollment. The forms are maintained and secured/stored by the English as a New Language teacher. 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- Within 5 days, the ENL Teacher holds an orientation meeting with the newly enrolled family where they view a film describing the Transitional Bilingual, Dual Language and Freestanding ENL programs in the family's native language. The family is also provided instructional materials and information on appeals in their native language. After the presentation, there is a question and answer period where the family is informed as to where the program they are interested in would be offered and their right to appeal the ELL status. Letters that get sent home are all dated and signed letters are retained in the student's cumulative folder and the ENL teacher's compliance folder. For letters that do not have to be returned signed, the student signs as proof that they received the form and will be given to their parent or guardian.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Within 5 days, the ESL Teacher holds a Parent Orientation meeting with the newly enrolled families where they view a film describing the Transitional Bilingual, Dual Language and Freestanding ESL programs in the family's native language. The family is also provided instructional materials in their native language. After the presentation, there is a question and answer period. If a parents program choice is currently available the student is immediately programmed with a full schedule. If a program choice is not currently available a parent is informed of such. The parent is then given the following two options: 1) to maintain the student at I.S. 2 enrolled in the program available or 2) the student is transferred to a different school where the parent choice is currently available. While we await the possible transfer to the nearest school, the student is temporarily be placed in our ENL program until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program. If the parent would like to transfer the child, I.S. 2 sends an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE's Division of English Language Learners and Student Support coordinates these transfer requests with the Office of Student Enrollment and will follow up with I.S. 2 and family regarding a new placement within the designated timeframe (10 days). Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained by the ENL teachers and kept in the Compliance binder. Parent choice is recorded in the ELPC screen within 20 days. We may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. Once the student's program has been determined based on the steps outlined above, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed and a copy is kept in students' cumulative folder as well as the ENL department compliance binder.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents receive and complete the program selection forms at the time of the Parent Orientation meeting. The forms are maintained and secured/stored by the ENL teacher. Parent Selection and Program Placement Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. The ENL teachers must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). When a new ELL enrolls, we inform parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in our school. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is be placed in the available program, ENL. We document and include attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. ENL teachers are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed within 20 days. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is

a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request. The ENL teacher always has parents watch the orientation video and fill out the Program Selection & Parent Survey on the day of orientation to avoid delays in receiving that information. For any forms not returned, a second form is sent home with the student. If the second form is not returned, we then make phone contact with the parent in the language they prefer. All attempts are logged. We also maintain copies of each student's Program Selection & Parent Survey (from their cum. folder) and keep these copies within our compliance binder. We also print a screen shot of each student's HIBE screen and use the ELPC screen to ensure all of the recent Program Selection & Parent Survey forms have been completed. This is when we send home notices informing parents that our schools offers ENL, so if they would like to have their child in a bilingual or dual language program, they have the right to transfer schools to one that offers their preferred choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher always has parents watch the orientation video and fill out the Program Selection & Parent Survey on the day of orientation to avoid delays in receiving that information. All copies of Parent Survey and Program Selection forms are kept in the compliance binder with an indication of when the notice was sent home with the parent, and is monitored by the ENL teacher. For any forms not returned within 3 days, we then make phone contact with the parent in the language they prefer, (using the Translation & Interpretation Unit) and this attempt to contact parent will be logged by ENL teacher. If we are still unsuccessful after the 5 days, the ENL teacher will input that a transitional bilingual program is the parent's preferred choice. This would be inputted into the ELPC screen within 20 days of student enrollment. After this, we will send home a Default Program Placement Letter, which informs the parent that since they did not return the Program and Selection Form their child is placed within whichever program the school offers. However, if they do have an objection to the default program they have the right to transfer to a school that offers their program of preference. Parent Program and Selection Surveys are placed into the student's cumulative folder, as well as, a copy is placed within the ENL Compliance Binder.
9. Describe how your school ensures that placement parent notification letters are distributed. After reviewing the results of the NYSITELL and Program Selection forms, letters are backpacked home with students and phone contact is made to alert parents that they will be receiving the letter and to please sign and return in a timely manner. The ENL teacher will also place a notification on our EChalk Site in all languages to also notify parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation forms such as the HLIS and are retained in the student's cumulative folder, and a copy of the HLIS is placed within our ELL compliance binder, along with the signed sheets regarding the distribution of the entitlement/non-entitlement letters. The ENL teacher also go through each ELL student's cumulative folder that are new to the school (incoming sixth grade) so they can make copies of their HLIS and Parent Survey and Program Selection form so the copies can be placed in our Compliance Binder. The ENL compliance binder is kept in the classroom of the ENL teachers in a locked closet.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. As part of our testing protocol, a LAB-R/NYSITELL/NYSESLAT report (RLAT) is generated periodically to verify enrollment and entitlement for ELL services. These reports form the basis for administering all parts of the NYSESLAT to the ELL population. Students are appropriately scheduled as part of our testing protocol and in accordance with the NYSESLAT test administrators handbook. Every attempt is made to accommodate all eligible students during both the regular testing window and any make-up period allowed. Each ENL teacher creates a list of testing mods (according to students' IEP) which is given to the testing coordinator at the time of the NYSESLAT to ensure that every student is getting the appropriate modification. The procedures for administering the NYSESLAT are that all students take the reading, writing, and listening components during their Literacy and Math block periods. The Speaking component is given to each student individually by teachers, other than that student's ENL/ELA teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on the ELL performance on the NYSESLAT the ENL teacher will send home the Continue Entitlement/Support Parent Notification Letters to parents of students who continued to be entitled to ELL services in the parents preferred language. Letters are backpacked home with students and phone contact is made to alert parents that they will be receiving the letter and to please sign and return in a timely manner. The ENL teacher will also place a notification on our EChalk Site in all languages to also notify parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
A review of Parent Survey and Selection forms for the past several years indicates that a 100% of our parents prefer the Freestanding ENL program. Those parents who opt for an alternative program are then informed that only a Freestanding ENL program is offered at I.S. 2 but this is rarely the case. The parent is then informed that they can enroll their child in the ENL program that is available at I.S. 2 or they could transfer to a school where their selection is currently available. Moreover, the number of families requesting an alternative program is insufficient to provide the bilingual/dual language program at IS 2.

Part V: ELL Programming

A. 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 this year will be the intergrated/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 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 intergrating into these ICT classes when possible. The students who are not in these ICT classes their needs will be met in the Stand Alone portion of our 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 have 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 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 use this schedule to program their intergrated time according to the mandated minutes that our students 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. .
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. 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. The same ENL strategies used within the intergrated 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.

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

Not available at I.S. 2. There is no native language instruction (Bilingual or Dual Language Programs). Students are given the opportunity to take mandated State Exams in their first language if available or use glossaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in the four modalities through the close scrutiny of authentic student work on baseline assessments, portfolio pieces, standardized rubrics and other formative assessments. The ELL Benchmark Periodic Assessment is administered in October and again in February. The ELA and Math Benchmark Periodic Assessment is administered in December and March. The DRP is admisitered three times a year. Student progress is measured in terms of anticipated performance on NYSCC Assessments and the NYSESLAT.

6. 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 "Read 180," "Achieve 3000" and "System 44" 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 lap-top 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.

We have approximately 24 newcomers at I.S. (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 "READ 180". This program is a support for independent reading for the Literacy classes to which the ENL teacher works with. "READ 180" is 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 afterschool drama program targeting ELLs will begin and run through April. The families of the participating students will be invited to join with their children in creating the production. All parents will be invited to attend the culminating event in April 2016.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Students who have undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Reidentification Process allows teachers/principals, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process is utilized for students who have a home language other than English, and are ELLs and non-ELLs. I.S. 2 initiates a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), a student of 18 years of age or older. The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process is completed within 20 school calendar days. The Re-identification Process consists of the following steps: First, the school receives a written request to initiate the Re-identification Process (e.g., parent writes letter to principal). Next, we will review all documents related to the initial or reentry identification process detailed above and the school then reviews the student's work in English and in the home language. After this we administer the NYSITELL to the student, if the original determination was that the student should not be administered the NYSITELL; however, under no circumstances can the Re-identification Process include a second administration of the NYSITELL. After that we consult with a parent or guardian, conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154- 2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. Appropriate staff, such as the ENL teacher, consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, Ms. Stallone, I.S. 2 principal determines whether to change the ELL status or not. Following that, written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Finally, written notification of the decision is sent from the superintendent to the principal, parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents are kept in the student's cumulative folder.

8. 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?

The ENL teacher will be collaborating with content teachers and 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

Chart 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:

- System 44 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
- Read 180 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.

9. 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 (SEGIS 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

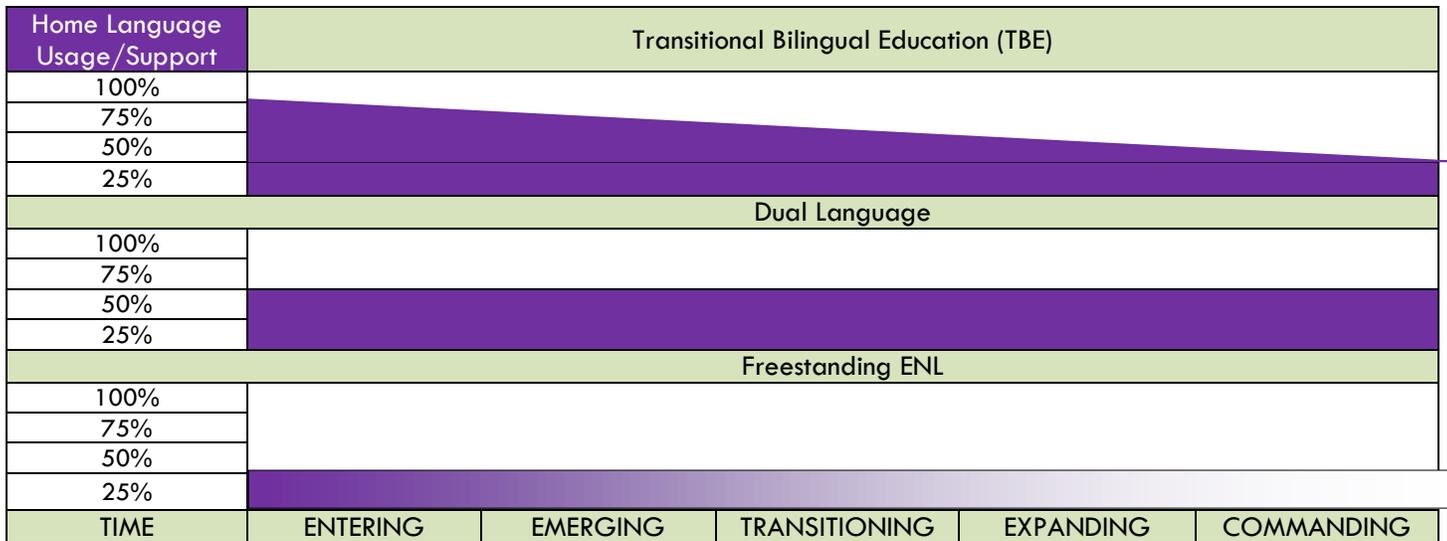


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. 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 Learning Standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As stated previously, gains are evident in the Listening and Speaking modalities. It is anticipated that student achievement will be evident in the other modalities this year through the implementation of the MSQI model which includes the leveled AIS programs previously mentioned. Teachers are notified of ELLs in their classroom with the continuing collaboration between them and the ENL teacher.
12. What new programs or improvements will be considered for the upcoming school year?
None at this time. We will be continuing with the MSQI model and our AIS programs since it has proven to be successful with our ELLs.
13. What programs/services for ELLs will be discontinued and why?
None at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs participate in school-wide programs such as Social Studies Fair, Science Fair, Foreign Culture Fair, Family Game Night and all after school programs (i.e. United Activities Unlimited). Through the use of block scheduling, all ELLs have the opportunity to participate in Egbert's Enrichment programs (i.e. Vocal Music, Instrumental Music and Fine Art). ELLs are invited to participate through use of the School Messenger Service and the EChalk Site which will provide information in their home language.
15. 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 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Dual language books and cultural libraries in native languages are available in the ENL program.
17. 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.
18. 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 for families of ELL's throughout the year for newly enrolled ELL students.
19. What language electives are offered to ELLs?
ELLs can select from the two foreign electives offered at this time: Spanish and Italian.
20. 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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 usually 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.
2. 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?
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).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.
4. 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 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.

C. 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 discuss 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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL teacher keeps a running log of all communications made with parents where she indicates whether it was in person or by phone. If meeting was in person the ENL teacher will have parent sign an attendance sheet which is kept with her records. Translation services will be supplied by staff in the building or by the New York City Department of Education Translation and Interpretation Unit.

3. 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 Reading Night, Family Science Night, Family Game Night, etc.. Using the automated messaging system, School Messenger, notices are sent in the language indicated on the HLIS. Also events are announced on the EChalk I.S. 2 Site. 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 this year funded by Title III. An afterschool drama program targeting ELLs will begin and run through April. The families of the participating students will be invited to join with their children in creating the production. All parents will be invited to attend the culminating event in April 2016.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? I.S. 2 partners with United Activities Unlimited, a CBO, to provide adult ENL classes (budget permitting). Parents of ELLs are also informed of on-site services offered, i.e. SAPIS, Staten Island Mental Health, Social Worker and guidance counselors, to address any needs that may arise. Local community organizations often send bilingual notices to our Parent Coordinator regarding local events that are coming in the neighborhood. Parents are notified of any workshops offered by the Office of English Language Learners, and send out information regarding the Dial-A-Teacher program offered by the United Federation of Teachers to help students with homework and/or academic questions they have while working from home. Translation services will be supplied by staff in the building or by the New York City Department of Education Translation and Interpretation Unit.

5. How do you evaluate the needs of the parents?

Using the results of the Learning Environment Survey and at parent teacher conferences, the ENL teacher and administration surveys on what items need improving in our school. In addition to assisting parents with these concerns, parents are able to access the school website which offers a very beneficial feature of being able to be translated into other languages through the use of the E-Chalk website. The website allows parents to obtain information about upcoming events, testing, and contact information of specific staff members. Parents can contact their child's teacher(s) by e-mailing them directly. It also gives parents the opportunity to register to receive class email alerts to keep up to date on updates regarding the school and their child's classes. Translation services will be supplied by staff in the building or by the New York City Department of Education Translation and Interpretation Unit.

6. How do your parental involvement activities address the needs of the parents?

At I.S. 2 we are aware that the diverse cultural backgrounds we service in our community often are at a disadvantage due to a language barrier. All parental involvement activities are developed using the results of the Learning Environment Survey and input from the Parent Coordinator. Translation services will be supplied by staff in the building or by the New York City Department of Education Translation and Interpretation Unit. The wide variety of services we are providing help our parents stay involved in the academic progress of their children. We acknowledge that immigration and other issues beyond the academic arena may also be a concern, which has led to our notifying parents of other events and services in the community, such as free adult ESL classes at the local library.

D. 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:

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.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Stallone	Principal		9/4/15
Mary Danke	Assistant Principal		9/4/15
Lisa Livorsi	Parent Coordinator		9/4/15
Maureen Fries	ENL/Bilingual Teacher		9/8/15
JeanMarie landola	Parent		9/4/15
Angela Fagen/IEP Teacher	Teacher/Subject Area		9/8/15
Lynne Weigle mann/ELA Teacher	Teacher/Subject Area		9/8/15
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Jenna Emilio	School Counselor		9/8/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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 who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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), ATS reports, Student Emergency Contact cards, and any 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 102 families speak Spanish; 22 Chinese; 26 Russian; 11 Urdu; 13 Arabic; 19 Albanian; 14 Polish and 10 speak other languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following is a list of the preferred languages of I.S. 2 families for both written and oral communication and their totals:

- Spanish - 102
- Russian - 26
- Chinese - 22
- Albanian - 19
- Polish - 14
- Arabic - 13
- Urdu - 11

Turkish - 3
 Vietnamese - 2
 Ukranian - 1
 German -
 Hindi - 1
 Slovak - 1
 Italian - 1
 Punjabi - 1
 Lithuanian - 1
 Armenian - 1

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Fall/Winter Notices
 ELL Parent Orientation Meeting
 Parent Bill of Rights
 Back to School Night
 Discipline Code
 After School Program when applicable
 Notification of Half Days and Conference
 Parent/Student Handbook
 8th Grade Picture Notification
 8th Grade Ring Measurement
 Book Fair
 Parent-Teacher Conferences
 8th Grade Gown Measurements

Spring/Summer Notices
 Parent-Teacher Conference
 ELL Parent Orientation Meeting
 NYSCC ELA/Math Exam Notices
 Notification of Half Days and Conference Days
 8th Grade Trip Notice
 After School Notices
 Graduation Day Notice

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, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Fall/Winter
ELL Parent Orientation Meeting
Back to School Night
Parent-Teacher Conference
Spring/Summer
ELL Parent Orientation Meetings
Parent-Teacher Conferences

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the first staff preparation day, staff are made aware of how to use translation services and the over the phone interpretation service. This information is also distributed via email as a school notice to staff. A list (RAPL-derived from ATS) of the parent preferred written language is available upon request.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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 F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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.