2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X206
School Name: I.S. 206 ANN MERSEREAU
Principal: RAFAEL CABRAL
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Ann Cross Mersereau</th>
<th>School Number (DBN): 10X206</th>
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<tbody>
<tr>
<td>BEDS Code: 321000010206</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 6-8</td>
<td></td>
</tr>
<tr>
<td>School Address: 2280 Aqueduct Avenue, Bronx NY 10468</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-584-1570</td>
<td>Fax: 718-584-7928</td>
</tr>
<tr>
<td>School Contact Person: Rafael Cabral</td>
<td>Email Address: <a href="mailto:rcabral2@schools.nyc.gov">rcabral2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Rafael Cabral</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Mark Talty</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Billie Davis</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: ShaniCarty</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): N/A</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>QuintonErvin</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
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District Information

<table>
<thead>
<tr>
<th>Geographical District: 10</th>
<th>Superintendent: MaribelHulla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: One Fordham Plaza-8th Floor Room 835, Bronx NY 10458</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:MHulla@schools.nyc.gov">MHulla@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-741-5852</td>
<td>Fax: 718-741-7098</td>
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Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC: Bronx</th>
<th>Executive Director: Jose Ruiz</th>
</tr>
</thead>
</table>

2018-19 CEP
Executive Director’s Office Address: 1230 Zerega Ave., Bronx, NY 10462/One Fordham Plaza, Bronx NY 10458

Executive Director’s Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-828-7776/718-741-8895 718-828-6280

Fax: 718-828-6280
**Section 2: School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafael Cabral</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mark Talty</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Billie Davis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ingrid Baez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Quinton Ervin</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Shani Carty</td>
<td>Member/ Staff-Teacher/ Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jeremy Blynn</td>
<td>Member/ Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>Daniel Mozoub</td>
<td>Member/ Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Elin Nunez</td>
<td>Member/ Staff-Teacher</td>
<td></td>
</tr>
<tr>
<td>Dashawn Johnson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jocelyn Bonilla</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tracy Moret</td>
<td>Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Ayana Horlback</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Dominga Garcia</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Treshia Ramdin</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### 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. |

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

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

#### NYCDOE’s Quality Review (QR)

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

I. **Instructional Core Across Classrooms:** Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. **School Culture:** Positive Learning Environment (1.4), High Expectations (3.4)

III. **Systems for Improvement:** Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

#### School Quality Guide

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

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>School Mission:</strong> We are a standards-driven learning community, which partners with all stakeholders to foster a safe and respectful learning environment. We inspire excellence and empower all students to take responsibility for their learning and prodigiously apply the acquired knowledge and skills necessary for college and career readiness and personal success.</td>
</tr>
</tbody>
</table>
### School Vision:

**206B**: A place where all students are inspired to be lifelong learners in the 21st century and feel safe taking academic risks, delving deeper into learning, collaborating, and being responsible and productive citizens.

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

IS 206B is dedicated to providing a rigorous, risk-free learning environment inclusive of all students. Every lesson begins with a learning target and consists of targeted explicit instruction and modeling by the teacher. Students are encouraged to work cooperatively to problem solve, and work is differentiated based on formative assessment data. Learning activities are aligned to the Common Core Learning Standards, and classroom instruction is rigorous and encourages student engagement. Students write data-driven goals and reflect on outcomes as part of the interim report that is provided to parents and students in each core subject. Teachers provide meaningful feedback and actionable next-steps on a regular basis.

In order to address the needs of our growing population of English as a New Language (ENL) students, the staff has been trained in the Sheltered Instruction Observation Protocol (SIOP) Model, which is a research-based instructional model that is effective in addressing the academic needs of ENLs. The school is a member of the Learning Partners Program whereby staff and administrators partner with two other schools using an inquiry-based model on promising practices to increase student academic achievement. Moreover, the staff is familiar with a variety of strategies to scaffold instruction, including the adaptation of content, links to past learning, modeling, guided practice, multiple forms of grouping, hands on activities, and we monitor progress via the IReady computerized reading program, in house interim exams, and other forms of assessments. In the 2018-2019 academic year, we will continue working on supporting the professional development of staff in the aforementioned initiatives.

IS 206B has adopted the Code X materials for English Language Arts (ELA) and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the formative assessment materials provided in the adopted texts to differentiate instruction, group students, and provide data-drive feedback and next steps. Teachers monitor student progress by assessing students regularly and tracking outcomes. Additionally, teachers have the option to supplement materials and resources to fit the needs of ENLs, Students with Disabilities (SWDs), Tier 2, Tier 3, and enrichment students.

Grade level inquiry teacher teams meet every two weeks to discuss at-risk and struggling students in order to collaborate on teaching the whole child. Content teachers also meet every two weeks to analyze student data to inform instruction and modify curriculum to meet the needs of students who do not meet the standards. Staff members who provide additional social, emotional, and academic supports such as guidance counselors, speech, English as a New Language (ENL), and Special Education Teacher Support Services (SETSS) providers work closely with teacher teams to provide scaffolds and modifications to support classroom instruction.

For the 2018-2019 academic year, IS 206B will continue our successful partnership with the Middle School Quality Initiative (MSQI) whose literacy framework is based on the Reading Next research describing both the instructional and structural necessities for the improvement of adolescent literacy. Through this partnership, we intend to continue to strengthen literacy practices and better prepare grade-level readers at IS 206B. We will be administering the Degrees of Reading Power (DRP) assessment three times a year help us identify struggling readers and provide strategic interventions and enrichment opportunities. MSQI will support teachers through tiered professional development in data-driven instruction, developing and strengthening reading comprehension and writing strategies.
in all content areas, and building content and academic vocabulary through Word Generation, a research-based vocabulary acquisition program based on current events. Additionally, we will be implementing a daily strategic reading period for all students, based on their individual needs. Teachers will provide customized, small group instruction based on students’ individual needs as a reader. This time will serve both as intervention for struggling readers and acceleration for readers who are approaching or above grade level.

This year, IS 206B implemented Mathletics, an online math learning platform, which provides students with Common Core Learning Standard aligned individualized instruction that supports student driven learning and teacher led instruction. Students worked on their Mathletics work once a week in school and were encouraged to continue instruction at home. Teachers used data collected from Mathletics to create differentiated groups and provide targeted small group instruction in math skills. Next year, Mathletics computer time will be embedded into student schedules two to three times a week.

IS 206B prides itself on communicating high expectations to all school constituents. The staff handbook provides clarity of expectations across a number of areas including administrative matters, attendance for staff and students, professionalism, school safety and security, student discipline and guidance, and teaching and learning. Information is disseminated to staff through faculty conferences, observation feedback, and a weekly Looking Ahead newsletter that communicates activities for the week. In order to prepare our students for college and career readiness, the school community provides guidance in setting student SMART goals, utilizing student goal sheets and interim reports, conducting grade level student expectation meetings, and participating in PBIS and College and Career Readiness programs. Parents expectations and student progress are communicated through parent meetings facilitated by the parent coordinator and school staff, monthly school notes, student goal sheets and interim reports of progress, Engrade, an online grading system, blast phone calls, texts, and face-to-face meetings. The staff plays a leadership role in the setting of high expectations for each other, for students, and for parents by communicating with parents in writing throughout the school year, setting agendas for team meetings, communicating expectations on a daily basis to students through their lessons, and by communicating with parents by phone and the use of notices of concern and behavior referrals.

In order to develop effective school leadership, we have significantly increased opportunities for teachers to share best practices, learn from each other, and take on leadership roles. Teachers facilitate teams and school-wide meetings, provide support in differentiated instruction and scaffolding, coach numerous sports teams and after-school clubs, lead inquiry and student support teams, run the PBIS and Safe Schools programs, and reach out to parents and the community through school-wide initiatives such as College Day, Career Day, and Family Fun Education Nights. Teachers will also be collaborating with educators from a neighboring middle school to share best-practices and create comprehensive unit plans in all content areas.

Professional Growth:

- Content specific teams meet every other Monday for roughly 40 minutes to revise and roll-out the curriculum in ELA and math. Science and social studies teacher meet as a part of the ELA department in order to ensure the successful implementation of reading and writing skills and strategies throughout all content areas. During the meetings, teachers also collect and analyze student data from formative and summative assessments in order to drive instruction and differentiate learning. Teacher teams discuss best practices and research driven resources to support student academic growth.
• Four inquiry teams meet every other Tuesday for roughly 30 minutes following a protocol for examining student work. During each meeting, one teacher on each team presents students work which is examined by the group for employment of instructional shifts, rigor, student understanding and next steps, and possible adjustment to instruction or curriculum maps.

• Teacher teams meet every other Tuesday in grade level groupings for student academic and social-emotional support. These teams meet in a child study format and systematically analyze and discuss strategies to employ across all teachers working with the student in order to improve academics or social-emotional adjustment.

• During the 2017-2018 academic year, all staff members participated in ten session of professional development with the Fordham University Center for Educational Partnerships at IS 206B around best practices in differentiation, targeted instruction, and student engagement strategies and giving effective feedback and promoting self-assessment utilizing formative assessments. Select teachers were also coached in the classroom for seven sessions in order to ensure successful implementation of strategies. We hope to continue this partnership during the 2018-2019 academic year.

• During the 2018-2019 academic year, we will continue partnering with the Middle School Quality Initiative (MSQI) to continue strengthen literacy practices in all content areas and better prepare grade-level readers and writers. MSQI consultants will support teachers in and out of the classroom through tiered professional development in data-driven instruction, developing and strengthening reading comprehension and writing strategies in all content areas, supporting individualized reading development through reciprocal teaching, conferring, Socratic seminars, and debate, and building content and academic vocabulary using the Word Generation program.

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

We currently have 206 students enrolled at IS 206B. 34% of our student population are ENLs and 34% are SWDs.

In order to meet the needs of our ENL population, integrated and standalone components of the freestanding / pull-out ENL program are provided by a certified ENL / ELA teacher. As a large portion of our ENL students fall between the entering proficiency levels, as reflected by the most recent NYSESLAT and NYSITELL test scores, a bridge bilingual class will be formed in order to meet the needs of these students. During the 2017-2018 academic year, an F-status bilingual education teacher was hired to work with the ENLs three days a week on math skills. Additionally, instruction is differentiated and scaffolded for all ENLs according to their proficiency levels and individual needs, and all teachers use the SIOP model when planning lessons. During the 2017 - 2018 academic year, we implemented iLit, a research-driven online literacy intervention program in order to provide additional targeted, personalized instruction. Extended after-school and Saturday school programs provide our ENLs with opportunities to continue their English language development. ENLs with special needs receive the same opportunities to participate in the same instructional programs available to all of our ENLs.

In order to meet the needs of our SWD population, classroom teachers collaborate with guidance counselors, the speech teacher, IEP teacher, and SETSS teacher in order to modify instruction and scaffold learning. Special Education teachers meet regularly to discuss strategies that can support SWD academic, social, and emotional growth. The implementation of PBIS has been proven successful with our SWD population. Consistent, positive reinforcement has resulted in a significant decrease in behavioral infractions and disruptions to learning. Additionally, supplemental resources and scaffolds have been incorporated into the curriculum in math and ELA. The Collin Writing process helps teachers pinpoint challenges in writing. In the 2018- 2019 all students will be assessed in math using the TOMA3 and DRP in ELA in order to better target strengths and deficiencies. Those students who score significantly below grade level on the DRP assessment will be tested using a secondary diagnostics. Results will determine whether students will need either WILSON phonics intervention or STARi comprehension intervention during their strategic reading periods.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.
• **Strong Family-Community Ties:** IS 206B has been working diligently to create strong family-community ties by welcoming, encouraging, and developing partnerships with families and community-based organizations. According to the 2017-2018 School Quality Survey, 95% of constituents view parent outreach positively, while 90% of constituents view parent involvement in school positively. IS 206B’s parents/guardians 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. Throughout the year, IS 206B supports parents by providing materials and teacher-led workshops to help parents work with their children to achieve academic success. Teachers and staff members regularly reach out to parents/guardians using various forms of communication including face-to-face meetings, email, and blast phone calls which has fostered a caring and effective home-school partnership. Additionally, IS 206B families have been invited to school events throughout the year such as the Winter Classical Music Concert, Blue Man Group Outing, Family Movie Night, Math/ELA/Science Family Fun Night, and a monthly family breakfast celebrating high-achieving student leaders. In May, our teacher-led committee reached out to community members and organized our second annual IS 206B Career Day. During this half-day celebration, students and parents learned about different professions and heard key-note addresses of encouragement from three local community members.

• **Trust:** We have also focused on increasing trust between all stakeholders. Everyone in the IS 206B community works toward the shared goals of improving student outcomes, preparing students for success in school and beyond. According to the 2017-2018 School Quality Survey, 98% of parents/guardians agree that teachers and parents/guardians think of each other as partners in educating children. 98% of parents/guardians agree that they feel respected by their child’s principal/school leader, 85% of students agree that their teachers treat them with respect, and 94% of the teachers agree that they feel respected by administration. In order to achieve these significant gains in trust, we focused on strengthening communication between all constituents. Administration consistently provides actionable feedback to teachers, focusing on Danielson’s Framework Components 3B (Using questioning and discussion techniques) and 3C (Engaging Students in Learning). Teachers work collaboratively to meet the academic, social, and emotional needs of students. Teachers keep parents and students informed of progress via conferences, emails, texts, and phone conversations.

Framework for Great Schools Focus Areas (2018 - 2019):

• **Rigorous Instruction:** In the coming year, we plan to continue focusing on building rigorous instruction at IS 206B. During the 2017-2018 academic year, staff members participated in ten sessions of professional development with the Fordham University Center for Educational Partnerships focused around differentiation, targeted instruction, and student engagement strategies and giving effective feedback and promoting self-assessment utilizing formative assessment. We will continue supporting teachers in the classroom through peer coaching and inter-visitations with the ultimate goal of increasing rigor and engaging all students in learning. With this goal in mind, we have partnered with Learning Partners Program (LPP) to strengthen our assessment practices. Progress monitoring and using formative data in LPP teams directly correlates to our academic focus area of rigorous instruction. Additionally, we will continue to stretch student thinking through debate and discussions, and deepen teachers’ skills in the use of formative assessment practices as well as student self-assessment to drive instruction.

• **Collaborative Teachers:** We will continue to build upon the collaborative environment we pride ourselves on at IS 206B. In the coming year, we will focus on increasing cultural awareness during instruction and differentiating learning activities in order to create an inclusive classroom environment. Teachers will continue to study the whole child through Inquiry team meetings and work together to make lessons relevant to student experiences. Additionally, we plan on providing staff members to visit neighboring schools to share best practices and learn from each other.
### School Demographics and Accountability Snapshot for 10X206

#### School Configuration (2018-19)
- **Grade Configuration:** 05,06,07,08
- **Total Enrollment (2017-18):** 207
- **SIG Recipient (Y/N):** No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 44
- **# SETSS (ELA):** 41
- **# Integrated Collaborative Teaching (ELA):** 2
- **# Special Classes (Math):** 43
- **# SETSS (Math):** 39
- **# Integrated Collaborative Teaching (Math):** 2

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 3
- **# Music:** N/A
- **# Dance:** N/A
- **# CTE:** N/A

#### School Composition (2017-18)
- **% Title I Population:** 90.0%
- **% Eligibility for Free Lunch:** 89.9%
- **% Limited English Proficient:** 31.9%
- **% Students with Disabilities:** 32.4%

#### Racial/Ethnic Origin (2017-18)
- **American Indian or Alaska Native:** 1.0%
- **Black or African American:** 13.0%
- **Hispanic or Latino:** 83.8%
- **Asian or Native Hawaiian/Pacific Islander:** 1.9%
- **White:** 0.5%
- **Multi-Racial:** 1.0%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 2.08
- **# of Assistant Principals (2016-17):** 0
- **% of Teachers with No Valid Teaching Certificate:** 5%
- **% Teaching Out of Certification:** 60%
- **% Teaching with Fewer Than 3 Years of Experience:** 10%

#### Overall NYSED Accountability Status (2018-19)
- **Average Teacher Absences:** N/A
- **% Multi-Racial:** N/A
- **% Asian or Native Hawaiian/Pacific Islander:** N/A
- **% Black or African American:** N/A
- **% Students with Disabilities:** N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** YES
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** YES

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Hispanic or Latino:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** 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.

### Part 1 – Needs Assessment

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

J.S. 206B ensures engaging, rigorous, and coherent curriculum in all subjects as indicated by a rating of proficient in indicator 1.1 (Curriculum) of the 2016-2017 Quality Review. Additionally, indicator 1.2 (Pedagogy) shifted from an area of focus (developing) to an area of celebration (proficient). Finally, indicator 2.2 (Assessment) was also identified as an area of celebration. Notwithstanding the aforementioned, IS 206B continues to improve Mathematics instruction from last year's progress and in addition, focuses further attention on literacy for the 2018-2019 school year. With a student population of about 26% English Language Learners and 37% with Individualized Education Plans, rigorous instruction at IS 206B involves providing the necessary supports and scaffolds to allow all students to achieve mastery. In Mathematics, the model teacher will support the math department in deconstructing the Danielson Framework 3C Engaging Students in Learning as well as providing modeling, coaching, and technical assistance on specific instructional strategies. IS 206B will also partner with MSQI to support students in confidently showcasing their learning and demonstrate mastery of standards through high quality educational experiences. With an emphasis on writing, student achievement towards mastery will be monitored through pre-assessment and post-assessments, such as the Degrees of Power (DRP) assessment, in order to both challenge students and assess how to support academic need towards success.

According to the 2017-2018 NYS School Quality Survey, on average, 82% of teachers believe instruction reflects the instructional shifts in ELA and math. IS 206B has adopted the Code X materials for English Language Arts (ELA) and the CMP3 curriculum for mathematics. As such, we are able to use the formative assessment materials provided in the adopted texts to differentiate instruction, group students, and provide data-drive feedback and next steps. Teachers monitor student progress by assessing students regularly and tracking outcomes. Additionally, teachers have the option to supplement materials and resources to fit the needs of ENLs, Students with Disabilities (SWDs), Tier 2, Tier 3, and enrichment students. For the 2018 - 2019, students will also be using 1-Ready, a research-based online program that assesses students throughout the year and provides targeted, personalized instruction in both ELA and math.

Lesson plans across grades and content areas show evidence of planned academic tasks and multiple entry points for ENLs and SWDs. Teachers plan questions using Webb's Depth of Knowledge (DOK). In order to address the needs of our growing population of English as a New Language (ENL) students, the staff has been trained in the Sheltered Instruction Observation Protocol (SIOP) Model, which is a research-based instructional tool that is effective in helping teachers better address the academic needs of ENLs.

Students are aware of the instructional objectives and write goals addressing these on the front end of each marking period. According to the 2017-2018 NYC School Quality Survey, 89% (8% increase from the previous year) of students viewed course clarity positively. A reflection on the objectives and goals is a part of the interim reporting that is done to parents and students in each core subject. This same clarity is addressed at the start of each lesson. Students are
aware of the assessment criteria and of the content and language objective for each lesson at the start. Learning activities are aligned to the objective and assessment for understanding takes place throughout the lesson for the purpose of adjusting instruction. Additionally, rubrics and focus correction areas are introduced at the beginning of units to guide students during tasks.

The 2017 test data reveals that 16% of students scored proficient on the ELA state exam. Given that the aforementioned falls below the city average, in 2018-2019 I.S. 206 will continue to collaborate with MSQI placing an emphasis on promising literacy practices in order to support students' abilities to demonstrate growth in this area. We will also continue to use classroom observations to provide teachers with actionable feedback to support student achievement. Our participation in the Learning Partners Program (LPP) will also afford us an opportunity to participate in peer inter-visitations and intra-visitations with neighboring schools in support of our ELA initiatives. Additionally, we will continue supporting the strengthening of teacher pedagogy in questioning, collaborative grouping, student discussion, student choice, and classroom engagement.

The 2017 - 2018 NYS School Quality Survey indicates that 77% (16% increase since previous year) of students feel the work in the classroom is challenging. We will continue to increase the rigor in the classroom and provide students with multiple entry points by differentiating instruction, providing enrichment opportunities after school, adding debate into the social studies curriculum and after school, and incorporating reciprocal teaching and Socratic seminars in all content classrooms.

**Part 2 – Annual Goal**

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

By June 2019, all students at IS 206B, including English Language Learners (ELLs) and Students with Disabilities (SWDs) will demonstrate a 10% increase in ELA proficiency as measured by NYS assessments.
### Activities/Strategies

Part 3a – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:  
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
| - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Target Group(s) | Timeline | Key Personnel |
| | | Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| Professional Learning (PL) in writing strategies will be supported via the John Collins Program “Improving Student Performance Through Writing and Thinking Across the Curriculum.” The PL will be offered to new and veteran staff alike. PL will be led by school staff using the contractual time on Mondays. | Teachers | 09/2018-06/2019 | ELA teachers |
| | Administrators | | ELA coach |
| | Paraprofessionals | | Administration |
| PL topics will focus on the use of formative assessment data to inform instruction. The PL sessions will be inclusive of all students. Additional focus areas will include strategies for scaffolding instruction to meet the needs of ENLs and SWDs. | Teachers | 09/2018-06/2019 | Content teachers |
| | Administrators | | ELA coach |
| | Paraprofessionals | | Math coach |
| | | | Administration |
| Professional development will be held on discussion and questioning, student engagement, and integrating the instructional shifts. | Teachers | 09/2018-06/2019 | Content teachers |
| | Administrators | | ELA coach |
| | Paraprofessionals | | Math coach |
| | | | Administration |
Students in grades 6 - 8 will have opportunities for additional academic supports through Saturday Academy and After School.

| Students, Teachers | 09/2018-06/2019 | School Leaders & Teachers identified for additional learning opportunities |

3b – Parent and Family Engagement

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

- In December 2018 and January 2019, ELA and math teachers and administrators will meet with parents to discuss what they can do at home to support their children's academic growth.
- Throughout the year, the Parent Coordinator will hold monthly parent workshops on the Common Core Learning Standards, college career readiness, high school admissions, and curriculum supports.

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.

School coaches, administrators and teaching staff will conduct a majority of the professional learning. Given that the professional learning will primarily occur during the contractual professional learning time. The need to budget for professional learning will be minimized. However, monies will be allocated to purchase instructional material (i.e. iReady, copy paper, postage, etc.), pay training rate, and per session for Saturday Academy.

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 | X | Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| || C4E | X | 21st Century Grant | || SIG | || PTA Funded | || In Kind | || 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 2019, all students at IS 206B, including ENLs and SWD,s will demonstrate a 5% increase in ELA proficiency as measured by Common Core aligned benchmark mid-year assessments.

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

The instruments of measure used to assess progress is the i-Ready ELA and math mid-year assessments.

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

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

Part 1 – Needs Assessment

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

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

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The 2016-2017 Quality Review Report, dated January 6, 2017, found indicator 1.4 (Learning Environment) to be an area of celebration for the school with a rating of proficient. The indication is that the school's approach to cultural building, discipline, and social-emotional support results in a safe and inclusive learning environment. Structures are in place, such as the Good Shepherd program, to ensure that each student is known well by at least one adult. According to the 2017-2018 NYC School Quality Survey, 87% of constituents feel the school is a safe learning environment.

IS 206B continues to partner with Good Shepherd Services to give all students an opportunity to participate in an extended school day. Good Shepherd's staff along with our science teachers have undertaken STEM training at the New York Hall of Science. They work together during the school day and the after school program to implement and align activities in each setting. Art/ music teachers are scheduled into the regular school day as well as the after school program on a rotating basis that varies by semester. Additionally, parents and students are referred for counseling and support at Good Shepherd Counseling Center located within the school’s neighborhood.

IS 206B is in its fifth year of implementing a Positive Behavior Interventions and Supports (PBIS) program. The PBIS committee meets monthly to refine the program while looking at student data regarding behavioral issues. As a result, we have created a PBIS-influenced "Respectful and Responsible Matrix" defining behavioral expectations in common areas of the school. During class checks, teachers remind students of expectations and model positive behavior. Students are rewarded through PBIS trips, ice cream socials, and dances. For the fifth year of implementation, PBIS members will create a calendar for parents, students, and staff with incentives and trips planned for the 2018-2019 academic year.

During the 2018 - 2019 school year, IS 206B will be implementing the Brain Power Wellness program in grades 6-8 with support from the Social Emotional Wellness Alliance LLC. Brain Power Wellness teaches physical and mental brain breaks, mindfulness practices, and social emotional wellness strategies that support a positive classroom atmosphere. Teacher leaders have been trained in the program and will receive support throughout the year through Brain Power. This research-based program will help us create a sustainable, healthy, happy and focused school environment conducive to learning and academic growth.

The school's Online Occurrence Reporting System (OORS) data reports show an increase of 8 reported incidents during the 2017-2018 academic year, which is still 73% lower than what was reported two years ago. We will continue to work on establishing a common vision that provides a safe school environment and addresses social and emotional issues that are significantly impacting our students. This should be a shared vision that should be able to be articulated by staff, students and parents. Further, this should include the use of data to track the efficacy of strategies employed to improve the school’s culture and the ability to provide for the social emotional needs of students. This year, we partnered with Engaging School: Safe Public Spaces around implementing strategic changes in
policies, systems, and practices that align with our school’s goals for discipline and student support. Engaging Schools aims to foster a school-wide discipline and student support model that is fair, respectful, restorative, accountable, and viable. Next year, we will continue partnering with Engaging Schools on creating engaging classrooms that foster academic, social, and emotional learning and development in all students, and establishes optimal conditions for learning.

Part 2 – Annual Goal

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

By June 2019, IS 206B will successfully implement the Brain Power Wellness Program which will be focused around deepening the understanding of social emotional development and supporting our diverse student population as evidenced by a 10% reduction in student behavioral infractions on the OORS progress report.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>09/2018-06/2019</td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>09/2018-06/2019</td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td>Brain Power Wellness Team</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>Staff</td>
<td>10/2018-06/2019</td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>09/2018-06/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td>The PBIS Team</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
<td>Parent Coordinator, Teachers, Staff, Guidance Counselors</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The planning team will meet on September 4, 2018 to discuss how to best integrate the Brain Wellness Program and PBIS Matrix to best support the social and emotional needs of the student body at I.S. 206B.

Professional development for staff on the Brain Power Wellness program, including how to track behaviors will be conducted during Monday meetings.

A scholar dollar program will be established as an incentive for positive behaviors.

Planned re-teaching of the PBIS Matrix and the Brain Wellness Program will take place after major breaks in the school year including following winter break, the mid-winter break, spring break, and the Memorial Day weekend.

The Parent Coordinator will organize meetings based on parental feedback. There will be Family Night events; Guidance Counselors will provide workshops on the PBIS Matrix and Brain Wellness Program. All workshops and meetings will provide translations.
### 3b – Parent and Family Engagement

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

- The Parent Coordinator will organize meetings based on Parent feedback in September and October 2018.
- Family members will be invited to participate in some PBIS trips and incentives throughout the year.
- The PBIS team will promote PBIS during open house in September 2018.
- Guidance Counselors will provide workshops in September and October 2018 on how IS 206B fosters a supportive environment and what parents can do to carry strategies over to the home.

### 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.

Human resources are needed for the planning and executing of the PBIS Program and for the teaching teams organized for student support. The initial PBIS improvement meeting will be done with per session funding provided by Tax Levy Funds. Following that PBIS planning and the Student Support Groups will meet during contractual time on Tuesday afternoons. There is some funding needed for the PBIS Program activities, although we will try to keep this as budget neutral as possible by looking for activities with low cost and high interest for students. There is some schedule adjustment necessary for the activities as the activities are scheduled for only those students who meet the criteria by exhibiting behaviors on the matrix.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, 100% of trained staff members will implement the Brain Power Wellness Program which will help deepen the understanding of social emotional development and support our diverse student population as evidenced by a 5% reduction in student behavioral infractions on the OORS progress report.

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

- The instruments of measure used to assess progress is the OORS progress report.

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

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

Part 1 – Needs Assessment

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

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

The 2016-2017 Quality Review Report, dated January 6, 2017, found indicator 1.1 (Curriculum) to be an area of celebration for the school with a rating of proficient. The indication is that the school ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards. Additionally, indicator 1.2 (Pedagogy) shifted from an area of focus (developing) to an area of celebration (proficient). Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs informed by instructional shifts that foster higher order thinking. Finally, indicator 2.2 (Assessment) was also identified as an area of celebration. Across classrooms, teachers use assessments and rubrics that are aligned to the CCLS and curricula.

IS 206B has adopted the Code X materials for English Language Arts (ELA) and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the formative assessment materials provided in the adopted texts to differentiate instruction, group students, and provide data-drive feedback and next steps. Teachers monitor student progress by assessing students regularly and tracking outcomes. Additionally, teachers have the option to supplement materials and resources to fit the needs of ENLs, Students with Disabilities (SWDs), Tier 2, Tier 3, and enrichment students.

Grade level inquiry teacher teams meet every two weeks to discuss at-risk and struggling students in order to collaborate on teaching the whole child. Content teachers also meet every two weeks to analyze student data to inform instruction and modify curriculum to meet the needs of students who do not meet the standards. Staff members who provide additional social, emotional, and academic supports such as guidance counselors, speech, English as a New Language (ENL), and Special Education Teacher Support Services (SETSS) providers work closely with teacher teams to provide scaffolds and modifications to support classroom instruction.

During the 2018-2019 school year, teachers will participate in a Professional Learning Community model which offers a systems approach to school improvement. Vertical content-specific teams will work interdependently to achieve common goals for which members are mutually accountable. Throughout the year, team members will follow protocol to clarify the essential learning outcomes, establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team will use the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.
A new partnership we have formed for the coming school year is with Learning Partners Program. In order to grow one's practice, collaboration is important, and through LPP, we will work with partner schools and leverage the expertise and best practices of those schools to positively impact students and strengthen teacher pedagogy. Learning Partner teams, with LPP facilitators will take part in intervisitations, and meet bi-weekly to share, discuss, and turnkey these best practices to other staff members.

We will continue to build upon the collaborative environment we pride ourselves on at IS 206B. In the 2018-2019 academic year, we will focus on increasing cultural awareness during instruction and differentiating learning activities in order to create an inclusive classroom environment. Teachers will continue to study the whole child through inquiry team meetings and work together to make lessons relevant to student experiences. We also plan on facilitating intervisitations to learn from each other and showcase best practices and intra-visitations to observe teacher best practices at neighboring schools.

Part 2 – Annual Goal

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

By June 2019, 100% of teachers at IS 206B will participate in structured professional learning cycles in order to increase the level of rigorous instruction and teacher collaboration participation as measured by a 5% increase on the NYC learning environment survey.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Students</td>
<td>09/2018-06/2019</td>
<td>ELA teachers</td>
</tr>
<tr>
<td>• 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).</td>
<td>Students</td>
<td>09/2018-06/2019</td>
<td>Self-contained special education teachers</td>
</tr>
<tr>
<td>A distinct class period of 45 minutes each day has been established as a Strategic Reading period where all students will discuss texts through reciprocal teaching with additional supports on specific strategies for ENL and SWDs.</td>
<td>Teachers</td>
<td>09/2018-06/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Identify resources, professional development, and mentors to support pedagogical improvements.</td>
<td>Teachers</td>
<td>09/2018-06/2019</td>
<td>ELA Coach</td>
</tr>
<tr>
<td>Update literacy curriculum maps to include mid-unit formative assessments.</td>
<td>Teachers</td>
<td>09/2018-06/2019</td>
<td>Math Coach</td>
</tr>
<tr>
<td>Work with teacher teams to create professional learning cycles based on student need with additional supports on specific strategies for ENL and SWDs.</td>
<td>Teachers</td>
<td>10/2018-06/2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Work with consultants from MSQI and Fordham to implement research-driven best practices in the classroom and work collaboratively to increase student engagement</td>
<td>Administration</td>
<td>10/2018-04/2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>
through inter-visitations and partnerships with surrounding schools.

Work with Learning Partner Program Schools and Program facilitators to share, discuss, and turnkey best practices witnessed through inter-visitations to partner schools in an effort to positively impact student learning and support teacher best practices.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Paraprofessionals</th>
<th>MSQI Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fordham Coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Partner model teacher</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

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

- In December 2018 and January 2019, ELA and math teachers and administrators will meet with parents to discuss what they can do at home to support their children’s academic growth.
- Throughout the year, the Parent Coordinator will hold monthly parent workshops on the Common Core Learning Standards, college career readiness, high school admissions, and curriculum supports.

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.

School coaches, administrators and teaching staff will conduct a majority of the professional learning. Given that the professional learning will primarily occur during the contractual professional learning time. The need to budget for professional learning will be minimized. However, monies will be allocated to purchase instructional material (i.e. iReady, copy paper, postage, etc.), pay training rate, and per session for Saturday Academy.

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 | X | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
|---|----------|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | | 21st Century Grant | || SIG | || PTA Funded | || In Kind | || 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 2019, 100% of teachers at IS 206B will participate in structured professional learning cycles in order to increase the level of rigorous instruction and teacher collaboration as measured by positive feedback on online teacher surveys at the end of each cycle.

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

The specific instruments of measure that will be used to assess progress are online teacher surveys at the end of each cycle.

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

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

Part 1 – Needs Assessment

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

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

The 2016-2017 Quality Review Report, dated January 6, 2017, found indicator 4.2 (Teacher Teams and Leadership Development) to be an area of celebration for the school with a rating of proficient. The indication is that the majority of teachers at IS 206B are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently analyze assessment data and student work and collaborate on how to best support the academic, emotional, and social growth of each child. According to the 2017-2018 NYC School Quality Survey, 98% of parents felt that the leadership at IS 206B is inclusive and 94% of teachers agreed that school leadership promotes instructional excellence.

Grade level inquiry teacher teams meet every two weeks to discuss at-risk and struggling students in order to collaborate on teaching the whole child. Content teachers also meet every two weeks to analyze student data to inform instruction and modify curriculum to meet the needs of students who do not meet the standards. Staff members who provide additional social, emotional, and academic supports such as guidance counselors, speech, English as a New Language (ENL), and Special Education Teacher Support Services (SETSS) providers work closely with teacher teams to provide scaffolds and modifications to support classroom instruction.

In order to develop effective school leadership, we have significantly increased opportunities for teachers to share best practices, learn from each other, and take on leadership roles. Teachers facilitate team and school-wide meetings, provide support in differentiated instruction and scaffolding, coach numerous sports teams and after-school clubs, lead inquiry and student support teams, run the PBIS program, and reach out to parents and the community through school wide initiatives such as Career Day and Family Fun Night.

According to the 2016-2017 Quality Review Report, indicator 4.1 (Teacher Support and Supervision) was rated developing. In order to ensure that teachers receive actionable feedback from school leaders in a timely fashion, administration will calendar dates of observations and observe teachers regularly. In addition, administration will provide professional development opportunities and resources around improving pedagogy. Teachers will be encouraged to follow a protocol for peer inter-visitations. Administration will continue to provide actionable feedback regarding student work samples and bulletin boards.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, IS 206B will implement school-wide protocols for rich discussions in order to strengthen the instructional core through Advanced Literacy Strategies as evidenced by a 10% increase in effective or highly effective ratings during informal and formal teacher observations using the Danielson Framework for Teaching.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>‣ 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate information from monthly inquiry team meetings and data gained from quarterly tracking sheets for unit and benchmark tests to revise curriculum maps and pacing calendars for ELA with additional supports on specific strategies for ENL and SWDs.</td>
<td>Teachers 09/2018 - 06/2019</td>
<td>Math Coach ELA Coach Administration</td>
</tr>
<tr>
<td>By October 2018, create a calendar for cycle of observations and conduct frequent classroom visits followed by actionable feedback.</td>
<td>Teachers 09/2018-06/2019</td>
<td>Principal Assistant Principal</td>
</tr>
<tr>
<td>By October 2018, create a calendar for classroom inter-visitations based on best practices using a set protocol for peer observations.</td>
<td>Teachers 09/2018-06/2019</td>
<td>Math Coach ELA Coach Administration</td>
</tr>
<tr>
<td>In revising curriculum maps, particular attention will be paid to scaffolds into the curriculum for SWDs and ENLs.</td>
<td>Teachers 09/2018-06/2019</td>
<td>Math Coach</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

- Administration will communicate expectations with parents via phone calls, blasts phone calls, and face-to-face meetings on a monthly basis.
- A monthly calendar of key test dates, celebrations, and events will be handed out to parents.

### 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.

School coaches, administrators and teaching staff will conduct a majority of the professional learning. Given that the professional learning will primarily occur during the contractual professional learning time. The need to budget for professional learning will be minimized. However, monies will be allocated to purchase instructional material (i.e. iReady, copy paper, postage, etc.), and pay training rate and per session for Saturday Academy as well as fund an F-status pedagogue.

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

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

### Part 5 – Progress Monitoring

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

By February 2019, IS 206B will implement school-wide protocols for rich discussions in order to strengthen the instructional core through Advanced Literacy Strategies as evidenced by a 5% increase in effective or highly effective ratings during informal and formal teacher observations using the Danielson Framework for Teaching.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
The instrument of measure used to assess progress is the Advance System's record of teacher observations.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>IS 206B has been working diligently to create strong family-community ties by welcoming, encouraging, and developing partnerships with families and community-based organizations. According to the 2016-2017 School Quality Survey, 98% of constituents view parent outreach positively, while 91% of constituents view parent involvement in school positively. IS 206B’s parents / guardians 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. Throughout the year, IS 206B supports parents by providing materials and teacher-led workshops to help parents work with their children to achieve academic success. Teachers and staff members regularly reach out to parents / guardians using various forms of communication including face-to-face meetings, email, and blast phone calls which has fostered a caring and effective home-school partnership. Additionally, IS 206B families have been invited to school events throughout the year such as the Winter Classical Music Concert, Blue Man Group Outing, Family Movie Night, Math / ELA/ Science Family Fun Night, and a monthly family breakfast celebrating high-achieving student leaders. In May, our teacher-led committee reached out to community members and organized our second annual IS 206B Career Day. During this half-day celebration, students and parents learned about different professions and heard key-note addresses of encouragement from three local community members.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>IS 206B believes in having continuous open channels of communication with parents regarding their child’s education. The student goal sheets and interim report of progress is one way that we partner with parents to support student progress. Interim reports have an area marked for parent feedback and parents are encouraged to communicate with staff about their children’s learning and progress. Parents can monitor student grades and assignments using Engrade, an online grading system, which provides instant feedback. This system also offers teachers and parents the ability to communicate with each other regarding their student work. Holding parent meetings to discuss CCLS, communicating with parents in writing, and by phone are additional ways that we partner with parents to improve student achievement. The parent coordinator plays an important role in maintaining these open channels of communication with our parents. She holds monthly parent meetings on topics of interest and after conducting needs assessment surveys. As a result and thanks to an increase in parent/teacher contact and parent use of Engrade, we have seen a student performance growth trend.</td>
</tr>
</tbody>
</table>

IS 206B believes in an open door policy for parents. The principal, assistant principal, and teaching staff will accommodate and meet with parents, who come to school unannounced and without an appointment. Parents are well aware of this policy as it is discussed with parents at all parent meetings. The principal also believes that open channels of communication need to exist with students and administration in order to understand their concerns and attempt to meet their needs. His door is always open and he is available to meet with students who have expressed a desire to do so.
IS 206B and our CBO, Good Shepherd Services, have been working to continue implementing an extended school day model with support from TASC (The After School Corporation) for the last four years. The school pays for 1 teacher to run the Homework Cafe as a part of the Good Shepherd Services.

**Part 2 – Annual Goal**

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

By June 2019, IS 206B will increase parent participation in school-wide engagement and education events as evidenced by a 10% increase in parent attendance.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>10/2018-06/2019</td>
<td>PBIS Team</td>
</tr>
</tbody>
</table>

October 2018: The topic of the parent meeting will be the purpose, design and implementation of the PBIS Program this year. Data that is being used to track growth in the efficacy of the program will also be discussed.

December 2018: The topic of the parent meeting will be The ELA curriculum and what parents can do to support their children’s academic growth at home.

January 2019: The topic of the parent meeting will be The math curriculum and what parents can do to support their children’s academic growth at home.

April 2019: The topic of the parent meeting will be the Quality Review Report and The Middle School Quality Snapshot for IS 206B.

May 2019: The topics of the meeting will be support services for families provided by Good Shepherd Services, and summer camp opportunities.

3b – Parent and Family Engagement

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

Good Shepherd (CBO)

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 primary resource needed is human in terms of preparation and presenting. There will be some cost for cookies, coffee and the like, but it will be minimal. Some per session pay may be needed for preparation and possibly for the presenting if the meetings are outside of the extended time on Tuesday.

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

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

**Part 5 – Progress Monitoring**

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

By February 2019, IS 206B will increase parent participation in school-wide engagement and education events as evidenced by a 5% increase in parent attendance.

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

The specific instruments of measure that will be used to assess progress are parent attendance sheets.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Below 2.0 on the NYSELA assessment</td>
<td>Reciprocal Teaching</td>
<td>Homogeneoussmall grouping</td>
<td>During the school day &amp; at home</td>
</tr>
<tr>
<td></td>
<td>DRPReading Assessment</td>
<td>WILSON Reading</td>
<td>One-to-one conferring</td>
<td>During the after school program run by ourCBO-The Good Shepherd from 3:15-5:15</td>
</tr>
<tr>
<td></td>
<td>Secondary Reading Diagnostic (WISTand ROSWRF)</td>
<td>STARI Reading</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>Collins Writing</td>
<td>Whole class self contained special education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>Word Generation</td>
<td>Bilingual education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>i-Ready for ELA</td>
<td>Small group pull-out tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>iLitfor Literacy Intervention</td>
<td>Extended School Day (targeted skills and strategies)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Below 2.0 on the NYSMath assessment</td>
<td>Targeted small group instruction (skills and strategies)</td>
<td>Homogeneoussmall grouping</td>
<td>During the school day &amp; at home</td>
</tr>
<tr>
<td>Subject</td>
<td>Below 65% in the core subject of</td>
<td>Small group instruction</td>
<td>Small group pull out by the classroom teacher during prep period</td>
<td>During the after school program run by our CBO-The Good Shepherd from 3:15 - 5:15</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>[List items]</td>
<td>[List items]</td>
<td>[List items]</td>
<td>[List items]</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>[List items]</td>
<td>[List items]</td>
<td>[List items]</td>
<td>[List items]</td>
</tr>
<tr>
<td><strong>At-risk services</strong> <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Identified by teacher teams</td>
<td>Counseling services</td>
<td>1 to 1</td>
<td>Part of the regular school day</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Identified by evaluations</td>
<td></td>
<td></td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td>Identified by child study team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>54</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
<tr>
<td>1. Social-emotional support through teacher team meetings</td>
</tr>
<tr>
<td>2. Economic support through the purchase of clothing, school supplies and the like on an as needed basis</td>
</tr>
<tr>
<td>3. All of the additional supports provided to all students. We are a universal free lunch school and recognize that many of our students need to be provided with additional supports to ensure academic and social success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: Title I Program Information

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

When a vacancy occurs, postings are placed on the DOE’s Teacher Finder and interviews are conducted to ensure that all new hires are highly qualified for the position that they are applying for. The principal maintains close contact with the district HR liaison to ensure that all staff is and remains highly qualified.

In order to retain staff, attention is taken to ensure that teachers have the necessary materials and support to do their job. Care is taken to keep communication open and to encourage a school climate that makes working in teams a comfortable way to accomplish tasks.

Teachers are assigned for the year based on their area of certification.

The entire school has been trained in the SIOP Model of making content comprehensible for ENLs. Additional training will be provided this school year in-house facilitated by IS 20B staff. The entire staff has been trained in the Collins Writing program, “Improving Student Performance Through Writing and Thinking Across the Curriculum.” Training for new staff and a refresher course for veteran staff is offered to ensure that the use of the process is remaining true to the original training. PD will be presented by school staff using the contractual time on Mondays that has been established for this purpose.

IS 206B has partnered with MSQI who will provided tiered professional development on implementing strategic reading periods, incorporating debate, collecting and analyzing student data in order to inform instruction, Reading Like a Historian, and Thinking Like a Scientist programs.

2b. High Quality and Ongoing Professional Development

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

The entire school has been trained in the SIOP Model of making content comprehensible for ENLs.

The entire staff has been trained in the Collins Writing program, “Improving Student Performance Through Writing and Thinking Across the Curriculum.” Training for new staff and a refresher course for veteran staff is offered to
ensure that the use of the process is remaining true to the original training. Professional development will be presented by school staff using the contractual time on Mondays that has been established for this purpose.

Training in using Mathletics online will be provided to all math teachers. Training for new staff and a refresher course for veteran staff will be presented by school staff. With a newly established computer lab, we will provide ongoing professional development in Science, Literacy, and Art.

The school has contracted with The Executive Leadership Institute, the PD branch of the CSA, to provide training for all staff in the use of questioning and discussion techniques in all content areas and application of the instructional shifts. The CCLS require an increased emphasis on discourse and argument in both literacy and math, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
NA

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).
NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
NA

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.
As it relates to accountability, a committee consisting of teachers, cabinet members and administration decided which assessments should be used as local measures of student progress. Teachers design and give formative assessments within each unit of study so that there is a measure of how students are progressing throughout the unit. Adjustments to the curriculum are made during the unit to reflect the specific needs of students in each class. The results from common unit assessments given at the end of each unit are collected and analyzed regularly by a team of
teachers. Additionally, benchmark tests are given three times a year in ELA and math. The benchmark assessments are a part of the periodic assessment program of the NYC DOE.

Professional development regarding the use of assessment results to improve instruction occurs during common prep periods for math and ELA. These sessions are run by the literacy and math coach. They consist of an examination of student data that has been laid out by individual student on a tracking sheet by standard. It is easy to see at a glance where the issues are by class and by individual student. The areas of concern are then addressed through AIS intervention services,

During the 2017-2018 academic year, IS 206B will focus on developing common formative assessments that provide teachers and students with data to measure progress towards meeting standards in science and social studies. At IS 206B, we understand the importance of assessment in the instructional process and engage in activities to ensure that assessment are aligned to the curricula and provide data to enable our teachers to make the necessary adjustments/ modifications to each unit of study and to their practices.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>(219,304.00)</td>
<td>(\checkmark)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>(\checkmark)</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>(12,366.00)</td>
<td>(\checkmark)</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>(\checkmark)</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>(1,667,763.00)</td>
<td>(\checkmark)</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

2018-19 CEP
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

**Parent and Family Engagement Policy**

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. I.S. 206, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**Support for Parents and Family Members of Title I Students**

I.S 206B 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 in literacy, math and the 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.

**Parental Involvement and School Quality**
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, 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 is utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA).
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Encouraging School-Level Parental Involvement**

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

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

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**School-Parent Compact (SPC)**

JS 206B, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds 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: High Quality Curriculum

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

- Using academic learning time efficiently.
- Respecting cultural, racial and ethnic differences.
- Implementing a curriculum aligned to the Common Core State Learning Standards.
- Offering high quality instruction in all content areas.
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA).

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- Supporting parental involvement activities as requested by parents.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs.

### II. Parent/Guardian Responsibilities

As a parent/guardian, I will:

- 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 20 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 to learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

### III. Student Responsibilities

**Student Responsibilities:**

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Show respect for myself, other people and property.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: Ann Cross Mersereau MS 206</th>
<th>DBN: 10X206</th>
</tr>
</thead>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
Part B: Direct Instruction Supplemental Program Information

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

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 206B’s Extended School Day program will focus on beginner English as a New Language (ENL) students in grades 6, 7 and 8. Two bilingual common branch teachers will work on English language development with groups of 10-15 students. Programming will include the use of the WILSON phonics program, ILit online literacy intervention program, and targeted spelling, vocabulary, and grammar instruction. The program will begin in November 2018 and run through June 2019. Students will receive instruction three days a week for approximately two hours each session. This program will primarily be funded with focus school dollars.

Additionally, a bilingual common branch teacher will work during her prep periods, four days a week with sixth grade beginners on English language development with groups of 3 to 6 students. Programming will include the use of the iLit online literacy intervention program and targeted spelling, vocabulary, and grammar instruction. The same research driven materials will be used for both programs in order to provide consistent, sound instruction to our beginner ENL students. The broad range of curriculum materials allows for flexibility in planning for both the school week program and the extended week program.

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: _____
The entire school has been trained in the SIOP Model of making content comprehensible for ENL learners. The original training was provided by Pearson Education with continued professional development provided by in-house staff. The entire staff has been trained in the Collins Writing Program, "Improving Student Performance Through Writing and Thinking Across the Curriculum." Refresher courses are offered to staff members to ensure that the use of the process is remaining true to the original training. Collins Writing training will focus on type 1 and type 2 writing (quick writes while accessing prior knowledge and quick checks for understanding), type 3 writing (first draft writing focusing on 4-5 items), and type 4 and type 5 writing (revising, editing, and publishing writing). The process is clear and structured and supports ENLs through the writing process. The quick writes build writing fluency while accessing prior knowledge and assessing for understanding. The Type 3 writing limits the number of factors being considered in the draft and makes the process comprehensible and
**Part C: Professional Development**

"doable." The Type 4 and 5 writing provide additional support during the second and third draft from peers and the teacher. 

One teacher has been trained in the WILSON phonics program through the WILSON Language Training Program. Another teacher will be trained this summer by Middle School Quality Initiative (MSQI). This research based program will support phonics development for our beginner ENLs. Students will receive WILSON instruction for 30 minutes five days a week for the entire school year.

One teacher has been trained to use the iLit online literacy intervention program by Pearson. Additional teachers will be trained as needed. iLit is a comprehensive digital and blended print literacy program that helps engage readers and accelerate literacy skills and language development. The program provides extensive digital and print libraries, lessons with personalized support, progress tracking, and a built-in rewards system.

<table>
<thead>
<tr>
<th><strong>Part D: Parental Engagement Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• rationale</td>
</tr>
<tr>
<td>• schedule and duration</td>
</tr>
<tr>
<td>• topics to be covered</td>
</tr>
<tr>
<td>• name of provider</td>
</tr>
<tr>
<td>• how parents will be notified of these activities</td>
</tr>
</tbody>
</table>

Begin description here:

In January, Ms. Nunez, a Title-3 ELA teacher, will present an hour and a half workshop for parents entitled, "Supporting your child's development in literacy through the Common Core" in both English and Spanish. In February, a second one and a half hour workshop entitled, "Supporting your child's development in mathematics, through the Common Core." will be presented by Ms. Acevedo, a Title III-funded math teacher in both English and Spanish. The rationale for both sessions is to engage the parents in working with the school on moving students to higher levels of academic achievement by providing tools and methods that can be used at home to reinforce the work that is being done in school. Parents will be notified by mail and reminders will be sent via phone blast. Additionally, our parent coordinator will hold monthly informational meetings for parents. To date, these have included the following topic.

November, 9:00 - 11:00 AM: Talking to Your Children about bullying in and out of school.
December, 9:00 - 11:00 AM: Child Development and Sexuality
January, 9:00 - 10:00 AM: Opening the Lines of Communication
February, 9:00 - 11:00 AM: How can we support our children in their language development?
March, 9:00 - 10:30 AM: Cyber-bullying and Social Media

All of these meetings are translated to provide the information for both Spanish speaking and English speaking parents. Translation services are also provided during all parent meetings with staff and during parent and teacher conferences.
# Part E: Budget

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

Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Travel</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Other</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
PART I: SCHOOL ELL PROFILE

A. SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>206</td>
</tr>
</tbody>
</table>

School Name: Ann Cross Mersereau

B. LANGUAGE ALLOCATION POLICY TEAM COMPOSITION

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Rafael Cabral</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Takami Dunn</td>
</tr>
<tr>
<td>Coach</td>
<td>Takami Dunn</td>
</tr>
<tr>
<td>Coach</td>
<td>Magaly De La Cruz</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Roberto Mercado</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Sydney Ali</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Magaly De La Cruz</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Tracey Moret</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Tara Clyne</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Torres-Hulla</td>
</tr>
</tbody>
</table>

C. TEACHER QUALIFICATIONS

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
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</table>

D. STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>202</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>72</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>35.64%</td>
</tr>
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</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td>☑</td>
<td>N/A</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td>☑</td>
<td>N/A</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
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<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
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<tr>
<td>TBE</td>
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</table>

Part III: Assessment Analysis

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

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

The assessment tools for early literacy skills of our ENLs are the NYSITELL, Spanish LAB, and the DRP. The NYSITELL and Spanish LAB are administered to all first time admits to our school, provided that the HLS and interview indicate that the tests are warranted. Subsequently, the NYSESLAT is given annually. In addition to these state tests, students are administered the DRP reading assessment three times a year to monitor progress in reading comprehension. Students who fall below a score of 45 on the DRP assessment are also tested using secondary diagnostics such as the TOSWRF (Test of Silent Word Reading Fluency) and WIST (Word Identification and Spelling Test) to determine intervention programs such as WILSON and STARI. 62 of the 66 students tested using the DRP were assessed using a secondary diagnostic. It was determined that 35 students needed additional assistance with decoding words. Additionally, all ENLs are assessed on planning, the writing process, sentence variations, voice, lead sentences, audience, structure of piece, revision strategies, editing strategies, paragraphing, sentence structure, elaboration, spelling, vocabulary variation, setting, transitioning, handwriting legibility, and any other skills the teacher may choose to examine such as verb agreement or punctuation. These assessments are tabulated, studied,
compared, and tracked to help group the students according to their proficiency in their L1. This will consequently allows us to place the students in various leveled ENL programs ranging from beginning literary where they use the development of BICS (Basic Interpersonal Communication Skills) in their L1 and allow us to achieve CALPS (Comprehension Academic Language Proficiency Skills) in L1, they are provided instruction in the native language. Students that show developed CALPS in L1 are transferred to intermediate ENL classes in addition to their ELA class period where the use of their L1 is further developed and transitioned to L2 as they advance the language proficiency. ENLs’ language development is reinforced through native language instruction in reading and writing. Once they transition to CALPS in L2, they are expected to perform in the L2.

A retired bilingual teacher, Mr. Alfonseca, was hired to work with ENLs three to four days a week from January to May 2018. The focus will be on language acquisition and mathematics. In addition, there will be a continuation of the implementation of Balanced Literacy, Code X, and the Collins Writing Program throughout all content areas. We will continue to implement the strategies of CMP3 in mathematics as well as the SIOP model for lesson planning. Efficient use and expansion of the extended school day programming for ELL students with grouping of 10 to 1 teacher student ratio. The expansion of the extended day after school program for ENLs in is in conjunction with the Good Shepherd after school program and is aimed to develop language acquisition in both ELA and math. Five teachers will be hired to work with small groups of students two days in ELA/ENL and two days in math.

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

Mr. Mercado, the ENL coordinator, administers the HLS, interviews, Spanish LAB and NYSITELL. He also maintains an ENL compliance binder with reports such as the RLER and RLAT. Admin staff assist him with the filing of these documents.

All English teachers administer the DRP reading assessment three times a year and collect benchmark writing samples which are all placed in the students’ portfolios. These results are tabulated on tracking sheets. Teachers then confer with each other regarding the strengths and next steps of the students during common preps and meetings.

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

The success of our ELL programs is evaluated through student performance as reflected in program end products, the school progress reports, post running records (TCRWP), DRP, midline and end line writing samples, progression along the writing continuum and the following standardized tests: NYSESLAT, NYS ELA test, NYS Mathematics test, NYS Science, NYS PET and the ELE.

Secondary diagnostics in reading have determined that a majority of our ENLs need further development of decoding skills. Some students will be using WILSON while others will be working on reading skills and strategies with the ENL teacher.

Benchmarks assessment have shown that students need continual growth in vocabulary development. In collaboration with MSQI, we have implemented the research based program, Word Generation Series 2, in all content areas, which focuses on vocabulary acquisition through discussion, debate, and research. Additionally, students will have the opportunity to participate in structured debate tournaments through the NYC Urban Debate League.

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

Results from period assessments in ELA and math as well as the DRP are tabulated on tracking sheets and analyzed. Teachers use the data to form differentiated flexible groupings to provide targeted instruction on specific skills and strategies. Teachers collaborate during weekly common planning meetings, inquiry team meetings, and data analysis discussions. The ENL teacher is in constant discussion with all content area teachers to plan lessons and strategically plan next steps for students.

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

2018-19 CEP
Before the school year begins, the NYSESLAT results are analyzed, and ENL students are grouped according to language proficiency levels.

Students who are struggling with specific skills and strategies in ELA and math, are given additional small group instruction in class as well as pull-out AIS services by designated teachers. Additionally, we have scheduled strategic reading periods three times a week where students are grouped homogeneously and provided specific interventions/enrichment based on their needs such as WILSON (T3), Just Words (T3), reciprocal teaching (T2), and Socratic Seminars (T1). At this time, the ENL teacher also provides targeted instruction to ENL students in the class.

Additionally, newcomers and S.I.F.E. students are given remedial work in the form of grammar exercises, NYSESLAT prep books, and reading/writing workbooks.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The RLAT is used initially to evaluate the ENL population. In our analysis of the NYSESLAT data we found that 8% performed at the entering level, 37% of the students performed at the expanding level across the grades, 12.5% performed at the commanding, 12.5% emerging and 29% performed at the transitioning level across the grades. This year we had an increase in the number of students who scored at the expanding level in grade six through eight. Many students also scored at the transitioning level.

The NYSESLAT data reveals that S.I.F.E.S. tended to do poorly on speaking and writing sections. However, in the reading and listening portions of the assessment, they were able to score at a higher level.

Lastly, for the more advanced students, the ELA benchmark assessments and DRP reading assessment can be used to evaluate students and measure growth.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Teachers collaborate during weekly common prep meetings, inquiry team meetings, and data analysis discussions. Teachers collaboratively analyze student work to determine next steps for targeted instruction. Additionally, teachers share best practices through inter-visitations and lesson planning. Teachers follow the plan, teach, assess, re-teach model during weekly PLC meetings.

Part IV: ELL Programming

Programming and Scheduling Information

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

   a. Freestanding ENL program.

      Mr. Mercado, a certified ENL and ELA teacher, provides both the integrated and standalone components of the freestanding/pull-out ENL program. Mr. Mercado also schedules the mandated services by pulling the ENL students from their strategic reading, social studies and science periods.

      Commanding students receive 90 minutes of integrated instruction per week. Transitioning and expanding students are pulled out for 180 minutes. Transitioning students receive 90 of integrated instruction while expanding students receive 180 of standalone instruction. Entering and emerging students are pulled-out for 360
minutes. Entering students receive 180 minutes of integrated instruction while emerging students receive 90 minutes of integrated instruction. The ENL teacher provides language development support and scaffolding to promote language achievement.

Students are grouped homogeneously according to language acquisition levels and grade in order to provide targeted instruction to meet students' specific academic needs.

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)?

   In order to ensure that each student receives the mandated number of instructional minutes, the level of each student must be ascertained by looking up their NYSESLAT scores or their NYSITELL scores if they haven't taken the NYSESLAT yet. Then, a spreadsheet is generated with the required hours listed. Finally, when the schedule is made, it is necessary to tally each period to ensure that the mandated number of instructional minutes are met.

   Entering students receive 2 units of study per week (360 min.): 1 unit of stand-alone ENL and 1 unit of integrated ENL. Emerging students also receive 2 units of study: .5 unit of study in ENL and 1 unit of integrated. There is flexibility because .5 a unit can be either type of instruction. Transitioning level students receive 1 unit of study: .5 is integrated and the other .5 can be either integrated or stand-alone. Expanding level students receive 1 unit of integrated instruction. Commanding level students receive .5 unit of integrated.

   ENL instruction is delivered by the certified TESOL/ELA instructor. He teaches both the ENL stand alone program and the integrated portion because he is dual certified.

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.

   The delivery system for instruction in ELA is a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, writer’s workshop, guided writing, the Collins Writing Program, interactive read alouds, academic vocabulary acquisition, word study, and teacher/student conferencing in both reading and writing. All instruction and curricula is based on the Common Core Learning Standards (CCLS).

   The 6th, 7th and 8th grade ELA curriculum includes resources such as Code X, Word Generation, and various CCLS aligned texts. Teachers create flexible groups to target specific needs based on data. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Three of the ELA periods are designated as Strategic Reading Periods (SRP) where students receive differentiated instruction based on their specific reading level as determined by the DRP and formative assessments.

   Instruction in mathematics is through a workshop model for 90 minutes each day. Teachers provide both whole class instruction and targeted small group instruction during the time. The 6th, 7th and 8th grade curriculum in math includes resources such as CMP3 (Connected Math), Engage NY, and other CCLS math problems. Additionally, our main focus throughout the school is the development of academic language in math. Many of our students struggle with the language of mathematics. Mathematical concepts are introduced and reviewed using different modalities to ensure that the work is accessible to every student.

   The native language will be used to introduce new concepts as needed. We will ensure students’ success by
utilizing periodic interim assessments along with data from other forms of assessments throughout the year to identify areas of weakness and inform teacher planning, and improve student performance on interim assessments and predictive assessments. Assessment results are analyzed, and instructional adjustments are made to ensure that each student is making progress. Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative are also analyzed, and adjustments are made to ensure that each student is making progress.

Science and social studies are delivered in English. All staff, inclusive of content area teachers are trained with the SIOP model for lesson planning. The SIOP model places emphasis on content and language objectives. In both social studies and science classes, the bottom line for ENLs is that content objectives (learning targets) are written in terms of what students will learn to do, are stated simply, orally and in writing and tied to specific grade level content standards. The second feature of the SIOP model for ENLs is that language objectives are clearly defined, displayed and reviewed with students. As with content objectives, language objectives are stated clearly and simply and students are informed of them, both orally and in writing. The third feature of the SIOP model is that content concepts are appropriate to a child’s age and educational background. In social studies and science classrooms, teachers ensure that materials are adapted to meet the needs of ENL’s with the support of the ESL teacher. This model provides meaningful activities that incorporate lesson concepts in social studies and science with language practice opportunities.

Four teachers are also certified in bilingual education. They provide native language support for ENLs in the classroom. Bilingual dictionaries, glossaries and materials in the native language are available for additional support of language development. We also have social studies and science textbooks available in Spanish for all grade levels. Trade books in the students' native language are available in classrooms and in the library. In addition, social studies and science teachers meet during their professional periods to plan and discuss instructional needs of the ENLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students are assessed in their home language through the ELE, baseline writing in Spanish, as well as formative and summative assessment in the Spanish LAB. Our students have the opportunity to receive their state math and science exams in their native language. If the student and teacher agree that the translated exam would best meet students’ needs, then the English version is given. We also use ENL predictive exams and we create our own simulated exams to prepare students for state assessments. Math simulation tests in Spanish are given three times a year before the actual state test. In our content areas assessments are created for our student population and our ENL-wide assessments.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated and scaffolded for all ENLs according to their proficiency levels and their individual needs. All forms of data such as ENL and ELA interim assessments, NYSESLAT, DRP, ELA, and mathematics scores, teacher created assessments, portfolios, and conferences with students are reviewed and used consistently throughout the academic year to guide instruction and grouping. In addition, extended after school and Saturday school programs will provide our ENLs with opportunities to continue their English language development.

SIFE - Our instructional plan is modified for any ENLs identified as SIFE. To service the unique needs of SIFE students, groupings are based on their literacy skills. SIFE students receive interventions during after school and Saturday school programs. These students require assistance transitioning to a formal educational setting. SIFE students work with the certified ENL teacher to learn and refine their basic, ENL, Math and HL skills. In addition, during the length of the program, students build fundamental reading and writing literacy through explicit instruction at their level. SIFE students are also supported to access the curriculum through pull-out AIS support in their content classes. Students' progress is assessed periodically during each marking period in order to evaluate interventions. Additionally, SIFE students are supported in their social emotional and academic development demands.
NEWCOMER - Newcomer students in grades 6 through 8 participate in a Saturday school ENL class where an intensive ENL program is implemented and is taught by a certified ENL teacher as well as three bilingual teachers who focus on the language needs and language development of ENLs. In addition, IS 206 supplemental programs aid in meeting the needs of newly arrived ENLs, as well as those ENLs who are scoring at the lowest levels in English proficiency and are at a level one in mathematics and ELA. These students will be provided with extra help to support language acquisition as well as to develop both concrete and abstract mathematical concepts.

Our extended-day program is run in conjunction with Good Shepherd Services, a community-based after-school program where in three bilingual teachers and two general education teachers participate alongside the Good Shepherd staff to provide instruction to students in both ELA and Math from grades 6 through 8. Our teachers also provide supplementary instruction and test preparation/sophistication strategies in the core content areas in order to improve language skills in math, science, and reading, writing, listening, and speaking. In addition to the math and ELA components, this program provides homework help, access to the school library, arts programs, technology programs, robotics, sports, music and more which helps support our goal of developing academic language in all content areas. Academic experiences are complemented by trips, cultural experiences and sound instructional practices that promote language development and acquisition.

DEVELOPING - Developing ENLs (4 to 6 years) receive instruction at their appropriate language level which results in achieving a higher level of English language acquisition. Students within four to six years of service require more time in improving English language skills in all modalities. Students are grouped homogeneously during strategic reading periods three times a week. During this time, students are provided targeted instruction in reading comprehension through WILSON, STARI, and reciprocal teaching. Additionally, teachers provide small group AIS instruction for long term ENLs. The ENL teacher also provides ENL pull-out services for entering and emerging ENLs in general-education classes. Saturday School and the Title III after school programs will be utilized to meet the specific needs in ELA and math. Students work on increasing academic and language abilities as well as decreasing gaps in academic progress. The after school program is instructed by classroom teachers who focus on ENL strategies. Additionally, students with IEPs are provided stand-alone and/or integrated services by the SETSS provider and the ENL teacher.

LONG TERM - Long term ENLs who struggle with reading comprehension and writing across all the content areas are provided stand-alone and integrated services by the ENL teacher. Additionally they receive content area support during AIS intervention periods. Teachers plan lessons using the SIOP model and use data to differentiate instruction and support flexible small groups. Long term ENLs are also required to attend Saturday School and extended day programs. Students with IEPs are either supported in 12:1 or 12:1:1 classrooms or through SETSS support services. The SETSS teacher, ENL teacher, and classroom teachers work collaboratively to provide the level of support necessary to promote growth in all content areas.

FORMER ENLs - ENL students who reach the Commanding Level on the NYSESLAT continue receiving 90 minutes of integrated ENL provided by the ENL teacher each week. Students will receive these services for an additional two years after reaching the Commanding Level on the NYSESLAT.

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

Teachers of ENL-SWDs use the following instructional strategies and grade level materials that provide access to academic content areas and accelerate English language development:

In addition to the NRSI method which is an individualized approach to the specific reading instructional level of the ENLs, the Collins Writing Program adapted to individual student's needs, and targeted instruction during Strategic Reading Periods, AIS periods are designated to give additional support to ENL-SWDs. Additionally, the SIOP model for lesson planning addresses the ENL-SWDs by focusing instruction around content and language objectives. We ensure that our ENL students with special needs receive the same opportunity to participate in all programs available to all ENLs by providing them with additional support to further develop their academic language. Resource room services for ENLs with special needs also follow Language Allocation Policy mandates.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ENLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ENLs. ENLs with special needs are provided services according to their IEPs, and their ENL instructional minutes are tracked using the report of service for all students with special needs. The SIOP model for lesson planning, the NRSI method and Collins Writing Program are adapted to meet IEP instructional minutes.

The ENL teacher pulls out the ENL-SWDs to provide language service and support during content periods. Additionally, periods are built into teachers' programs to further support our ENLs through AIS groups. Teachers are also provided regular time to meet and discuss the needs of ENL-SDW students, as well as their developing strengths, to analyze assessment and adapt planning and instruction accordingly.

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

ENLs are targeted with specific intervention programs and strategies in English and in their native language to improve the performance in ELA, math and other content areas. Our ENL students receive the following interventions:

- In addition, teachers analyze student data from formative and summative assessment such as the NYSESLAT, NYSITELL, Spanish LAB, Gates Macginities, and ELE, and use findings to drive instruction and create flexible groupings.
- Teachers collaborate and share data/best practices weekly during common planning periods, inquiry team meetings, and data analysis discussions. All discussions around student academic growth are focused around ENLs and SWDs.
- Teachers plan lessons collaboratively using the SIOP model for lesson planning.

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

IS 206B will continue improving our current school programs for this upcoming school year to ensure students are academically successful and on the path to college and career readiness. During the 2017-2018 academic year, we will be implementing the following new initiatives:

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

For 2016-2017, the bilingual program was closed due to a limited number of staff.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ENLs are afforded a vast variety of support services and activities. These include reduced class sizes, small group instruction by teaching staff during the class period and as AIS intervention services, extended day and Saturday programs specifically for ENLs, and participation in a Homework House which is run every day after school by our CBO. ENL students are afforded participation in extended day tutoring, debate team, technology-focused clubs, class trips, library and computer access, sports programs, music programs, and PBIS incentive trips and events. Participation in the Student Council and Chess Clubs is also encouraged. ENLs are given every opportunity to participate in all school sponsored activities and events.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In order to advance students' levels in all content areas, students receive instruction in all content areas that focuses on academic language acquisition in order to increase their academic language abilities in the four language modalities. All classrooms have been equipped with materials such as interactive smart-boards, computers, tablets, tape recorders and books on tapes. Various textbooks and test sophistication programs are utilized to help support instruction and prepare students for the NYSESLAT, ELA, math, and science exams. Classroom libraries offer newcomers and students at all language proficiency levels independent reading books in their home language and at various reading levels. Each classroom also has textbooks translated in Spanish to support students. In addition, our Media center is equipped with computers with sophisticated
programs to develop language development. Finally, we will be using ILit, a computer program from Pearson that offers grammar and reading instruction for ENLs.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
The ENL population is serviced by a certified ENL teacher. The ENL teacher will work in collaboration with classroom teachers and the SETSS teacher to support all ENLs in and out of the classroom. The ENL teacher will meet the required minutes as mandated for ENLs at all levels. ENL methodologies and the use of Home Language Arts will help scaffold the students’ learning. Supplemental resources such as our bilingual libraries, and Home Language books with high interest reading books in both in English and Spanish will be utilized during our instructional school day. All teachers will continue to plan lessons using the SIOP model and will receive professional development around ENL strategies that should be utilized in all classrooms.

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

It is important to determine a student’s reading level, so that appropriate materials can be given for instruction. For example, students are given the DRP at the beginning of the year to approximate their reading level. DRP data is used to group students into homogeneous groups. During Strategic Reading Periods, students in homogeneous groups receive targeted instruction based on needs. DRP scores are also used to approximate a student’s lexile score and provide appropriate independent and instructional materials.

Mainstream textbooks and resources are adapted for ENLs by the ENL teacher and classroom teacher. Grade level materials are also adapted to accommodate the needs of ENLs. Adaptations include: target vocabulary that is translated into Spanish, pictures, language objectives that coincided with the content being taught, sentence starters, sentence frames, etc. ENLs are provided glossaries and laptops.

ENL students receive support in learning academic vocabulary. The Intermediate and Advanced students are currently using the AVT toolkit. Studies show a direct correlation between a student’s knowledge of academic vocabulary and their academic success. All students participate in Word Generation across all content areas. On a weekly basis, students are introduced to five vocabulary words through discussion and debate opportunities by reading an article about a debatable topic. The words are used across all content areas during the week, and students are asked to write a short argumentative essay each Friday where they state their claim and justify it with evidence from the text.

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

Our school is not shared. However, in order to advance students’ levels in all content areas, we instruct students with rigorous lessons that increase their academic language abilities in the four language modalities. All ENLs’ classrooms have been equipped with materials such as interactive smart-boards, computers, tablets, tape recorders and books on tapes. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT, and ELA exams. Our classroom libraries offer our newcomers and students at all language proficiency levels textbooks in their home language. In addition, our Media center is equipped with a computer lab where sophisticated programs to develop language development were installed. We make use of the researched-based National Reading Styles, in particular CARBO. ENL teachers, along with all other teachers in the school are trained in CARBO and therefore are able to use the strategies of the CARBO method in their classrooms.

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

A series of open house invitations to parents and newly enrolled students are scheduled for the spring and for the summer. Newly arrived students, whose English is limited, are invited to participate in a series of parent and student orientations that are scheduled periodically prior to the school year beginning and during the school year. School administration, the parent coordinator, Ms. Moret, Ms. Ali, the guidance counselor, teachers and Good Shepherd Staff help support the activities offered at IS 206B to newly enrolled ENLs.

17. What language electives are offered to ELLs?

Does not apply to IS206 since we serve a middle school population.
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   N/A

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   Professional development opportunities are offered to all staff members, including paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, secretaries and the parent coordinator at IS 206B. The following professional development opportunities will be put in place in order to support staff to meet the needs of our ENL population as well as our wider student population:

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

   The support provided to our staff to assist ENLs as they transition from one level to another in our school is extensive. Grade level meetings and parent meetings are held at the beginning of the school year to explain our school procedures and expectations to parents and students. The teachers are trained to understand the physical, social and academic needs of groups of students.

   The guidance counselor and parent coordinator ensure that our students have continuity of services by maintaining contact with our feeder elementary schools. Our parent coordinator and our guidance counselor are trained and help families with the high school application process. They provide ongoing support by conducting meetings to explain high school choice and to facilitate the transition of ENLs from middle school to high school. In addition, our assistant principal, parent coordinator and the ENL teacher keep staff members informed about federal, state and local mandates for ENLs. As a result, school staff is more responsive to the questions and concerns of parents of ENLs.

   All new teachers will receive SIOP model training, Collins Writing Program training and the National Reading Styles Institute training. Professional development and training will be facilitated in house by staff that specializes in language acquisition. Other trainings will be offered through Fordham University Bilingual ENL Technical Assistance Centers (BETAC), BETAC offers technical support in the identification process of ENLs and other state mandates. Additionally, teachers will also have the opportunity to attend ENL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTEL). Sign-in sheets and agendas for all professional development are filed by the assistant principal.

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?

At IS 206 we recognize that families and other community members are a vital part of all students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Our parent coordinator also coordinates activities and fairs for parents and students to attend at school. Parent involvement in the school is encouraged by sending translated notification of monthly informational meetings sponsored by our parent coordinator in both Spanish and English. These meetings focus on providing information which supports students and families. Additionally, parent meetings focused on ENL parents and students are held twice each semester during the school day and twice each semester on Saturdays. The focus of these meetings is providing parents with information related to the academic program, language development progress, language proficiency assessment results and language development needs in all content areas; and what they can do to support the work that the students are doing in school. All parents meetings are in both conducted English and Spanish. We organize special events for parent involvement (parents / students math nights, Health providers to educate parents on how to get or renew health plans. CPR training, ENL parental orientations, annual meeting, workshops, and a parent appreciation day. In addition, our annual school fair is held in June. This fair brings the school community together. Dozens of vendors, community businesses, school leaders students, parents and other members from from our school community attend.

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

The parent coordinator hosts monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings. Parents of ENLs are involved in our school because of the support offered in the students’ native language. To address the needs of all parents including the parents of ENLs, the materials and training will be provided in English and Spanish. Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.

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.

No additional information at this time.
Part V: ELL Identification Attestation

Principal Certification

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafael Cabral</td>
<td>Principal</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Takami Dunn</td>
<td>Assistant Principal</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Tracey Moret</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Roberto Mercado</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Irene Gonzalez</td>
<td>Parent</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Elin Nunez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Magaly De La Cruz</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Takami Dunn</td>
<td>Coach</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Magaly De La Cruz</td>
<td>Coach</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Sydney Ali</td>
<td>School Counselor</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Maribel Torres-Hulla</td>
<td>Superintendent</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td>Tara Clyne</td>
<td>Other Related Service Provider</td>
<td></td>
<td>09/07/2017</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>09/07/2017</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td>09/07/2017</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X206  School Name: 206B Ann Cross Mersereau  Superintendent: Maribel Hull

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raquel</td>
<td>Oriol</td>
<td>Teacher</td>
<td>will attend</td>
<td>Yes</td>
</tr>
<tr>
<td>Moret</td>
<td>Tracy</td>
<td>Parent Coordinator</td>
<td>Y- on 11/22/2016</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

To assess language preferences of our parents’ community for both written and oral communication, the following data and methodologies are used.

- When parents register students, parents are surveyed to identify their language of preference.
- Home Language Identification Surveys (HLIS) are conducted for parents who are new to the New York City Department of Education (NYCDOE) and the data collected are inputted into the ATS system for data records. ATS is used to identify the preferred home languages of families who have already taken the HLIS.
- ATS reports, such as reports that share preferred home languages and written and oral communication, lists parents’ preferred languages for English as a New Language (ENL) students and non-ENL students.
- Feedback from parent - teacher meetings is used to assess parent communication needs.
• The Environmental School Progress Report is also used to gauge if the school is meeting constituent expectations on communication.
• Review of printed communications where the DOE or ISC did not provide translations from school personnel are conducted to determine translation needs.
• Parent surveys are provided throughout the year to assess what language parents prefer when getting information related to school-wide procedures, policies, and expectations.
• Data from the Parent Home Language Identification Survey results for all new registrants completed during the initial registration period is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This data provides information that allows us to assess language preferences of the parent community.
• ATS reports of preferred languages and data from teacher surveys are also used. The blue emergency cards provides information of the spoken and preferred language in the home.
• Provide Language Access Kits to families as well as a multilingual welcome poster and language identification guide to parents.
• Provide an informational brochure about the Translation and Interpretation Unit of the NYCDOE to all parents.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.66</td>
<td>2</td>
<td>0.66</td>
</tr>
<tr>
<td>Bengali (Bangla in Bangladeshi)</td>
<td>2</td>
<td>1.32</td>
<td>4</td>
<td>1.32</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.33</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>English</td>
<td>99</td>
<td>32.67</td>
<td>97</td>
<td>32.01</td>
</tr>
<tr>
<td>Spanish</td>
<td>196</td>
<td>64.69</td>
<td>198</td>
<td>65.35</td>
</tr>
<tr>
<td>Twi</td>
<td>1</td>
<td>0.33</td>
<td>1</td>
<td>0.33</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters</td>
<td>Newsletters - Monthly 9/2018 - 6/2019</td>
<td>Written translation for all communications coming from the school and not provided by the New York City Department of Education (NYCDOE) or ISC will be provided by the school. This translation will be done by trained bilingual school staff. The communications will be two sided. One side will be translated in another language and the other side of the communication will be in English.</td>
</tr>
<tr>
<td>Interim/ Progress Reports</td>
<td>Interim/ Progress Reports - 11/2018, 2/2018, 4/2019</td>
<td>Written translation for all communications coming from the school and not provided by the New York City Department of Education (NYCDOE) or ISC will be provided by the school. This translation will be done by trained bilingual school staff. The communications will be two sided. One side will be translated in another language and the other side of the communication will be in English.</td>
</tr>
<tr>
<td>Report Cards</td>
<td>Report Cards - 10/2018, 1/2018, 3/2018, 5/2019</td>
<td>Written translation for all communications coming from the school and not provided by the New York City Department of Education (NYCDOE) or ISC will be provided by the school. This translation will be done by trained bilingual school staff. The communications will be two sided. One side will be translated in another language and the other side of the communication will be in English.</td>
</tr>
<tr>
<td>IEPs</td>
<td>IEPs - 9/2018 - 6/2019</td>
<td>Written translation for all communications coming from the school and not provided by the New York City Department of Education (NYCDOE) or ISC will be provided by the school. This translation will be done by trained bilingual school staff. The communications will be two sided. One side will be translated in another language and the other side of the communication will be in English.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>
| Parent-teacher Conferences    | Parent-teacher Conferences 9/2018, 11/2018, 3/2019, 5/2019 | At IS 206B we recognize that families and other community members are a vital part of our students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a
<table>
<thead>
<tr>
<th>Event Type</th>
<th>Event Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1 Parent Meeting</td>
<td>Title 1 Parent Meeting 11/2018</td>
<td>At IS 206B we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
</tr>
<tr>
<td>Career Day</td>
<td>Career Day 5/2018 10/2018</td>
<td>At IS 206B we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
</tr>
<tr>
<td>HS Articulation</td>
<td>Curriculum Night 10/2018 &amp; 3/2019</td>
<td>At IS 206B we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent</td>
</tr>
<tr>
<td>Event Type</td>
<td>Details</td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>En-Enl Parent / Student Meetings</td>
<td>At IS 206 we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
<td></td>
</tr>
<tr>
<td>High-school Application Information Session</td>
<td>High-school Application Information Session 9/2018 - 12/2018 At IS 206 we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
<td></td>
</tr>
<tr>
<td>College Access Information Session</td>
<td>College Access Information Session 10/2018, 1/2019 10/2018, 4/2019 At IS 206 we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENL Parent Orientation Meeting (for newly identified ENLs)</td>
<td>At IS 206 we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
<td></td>
</tr>
<tr>
<td>Parent / Student Math and ELA Nights</td>
<td>At IS 206 we recognize that families and other community members are a vital part of our students’ academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the a translation vendor and over-the-phone translation services will be utilized.</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Parent workshops

Parents workshops, including health education based on parents’ needs
- **9/2018 - 6/2019**

Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the translation vendor and over-the-phone translation services will be utilized.

### Annual School Multi-Cultural Health Fair

Annual School Multi-cultural Health Fair
- **6/2019**

Translation services are provided by in-house bilingual staff during formal face-to-face meetings. In addition, to services provided by staff the translation vendor and over-the-phone translation services will be utilized.

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

In the event of a school emergency, we communicate with all of our families, including those with limited-English proficiency, via phone calls and message blasts. All communication will be translated into Spanish by our designated bilingual staff members.
In addition, we will use over-the-phone translation services to communicate with all our families.

**Part C: Training Staff on Policies and Procedure**

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

We will review Chancellor's Regulation A-663 with all staff members during their professional development day in September and October 2018. All staff received a hard and digital copy of Chancellor's Regulation A-663. Staff members are designated as points-of-contact, and we ensure that designated staff members are on hand at all parent meetings to translate all communications into Spanish. In addition, staff are provided the Over-the-Phone Interpreter Services in order to support with communication with all families.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

- The school will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.
- The school will post, in a conspicuous location at the entrance of the school, a sign in the most prominent covered language, indicating the availability of translation services (Language and Interpretation Unit).
- The school safety plan will ensure that parents in need of language assistance services have access to the administrative offices and have translation services provided. We also use translation templates for school holidays, parent-teacher conferences, and other DOE notices available at the Translation and Interpretation Unit’s intranet site: //intranet.nycboe.net/schoolsupport/translation-and-interpretation-unit.
- During school meetings and gatherings with parents, the oral translation needs are provided by our staff members identified as fluent in the languages spoken by the population. A roster of bilingual staff who can be called upon to interpret is available.
- For languages other than Spanish, we use the interpretation services of the DOE.
- Flyers and brochures listing and describing language services are provided.

**Part E: Monitoring Provision of Language Services**

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

We use various mechanisms to gather feedback from parents. We survey all parent/community partners to determine to whom, how, and to what extent communication has occurred. Parent feedback is evaluated through the
participation in the citywide parent survey. Parent survey results are used to determine workshop topics, quality of services, and other areas of concerns for the coming year.

As part of the School Leadership Team, parents are also afforded the opportunity to voice their concerns and ideas about the quality and availability of services at IS 206B. Additionally, we will resurvey all parents to identify changes in original data.

A preferred language survey, the Language Access Parent Survey, that is translated in a variety of languages is distributed at the end of the school year to monitor the preferred languages of families.