



EBBETS FIELD MIDDLE SCHOOL 352

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 17K352

ADDRESS: 46 McKEEVER PLACE; BROOKLYN, NY 11225

TELEPHONE: 718-941-5097

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K352 **SCHOOL NAME:** Ebbets Field Middle School 352

SCHOOL ADDRESS: 46 McKeever Place; Brooklyn, New York 11225

SCHOOL TELEPHONE: 718-941-5097 **FAX:** 718-284-7973

SCHOOL CONTACT PERSON: Veronica Mullen-Morris **EMAIL ADDRESS:** vmullen@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Celeste Walker

PRINCIPAL: Margaret M. Baker

UFT CHAPTER LEADER: David Lackwood

PARENTS' ASSOCIATION PRESIDENT: Leoni Morris

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Rhonda Hurdle-Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Margaret Baker	*Principal or Designee	
David Lackwood	*UFT Chapter Chairperson or Designee	
Leoni Morris	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Celeste Walker	Member/teacher	
Andrea Orr	Member/teacher	
Natalie Wheeler	Member/teacher	
Shaquille Strickland	Member/parent	
Sarah Aqui	Member/parent	
Helen Amstradam	Member/parent	
Nancy Bogle	Member/parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At Ebbets Field Middle School everyone is a teacher and everyone is a learner. We know, understand and believe that a successful school is one that is collaboratively built by its staff, students, parents and community. We work to prepare students for success in high school, higher education and life. We strive to create an environment where children see themselves as successful and competent individuals. We know and accept that everyone's success is our success and anyone's failure is our failure. If we are to succeed -- nobody can fail! We are committed to this end.

School Vision and Mission

The vision of Ebbets Field Middle School is driven by three goals: involvement, empowerment, and success. Everyone at Ebbets Field Middle School **CARES**:

Communicates (Share information; set clear expectations);

Achieves (Set achievement goals);

Respects (Review and revise rules and regulations);

Explores (Expose students to a variety of hobbies to spark student interest); and

Serves (Provide students with opportunities for service learning).

Contextual Information About the School's Community and its Unique/Important Characteristics

Ebbets Field is beginning its fifth year of service to the Crown Heights community. One might consider it a reiteration of its original inception—the Jackie Robinson Educational Complex which opened its doors as a PreK-8 educational community. This school was also a reiteration of the former 320. The Ebbets Field Middle School occupies hallowed ground. It is housed on the former site of EBBETS FIELD STADIUM—HOME of the BROOKLYN DODGERS. Our girls and boys basketball teams are known as the Brooklyn Dodgers (wrong sport but same sentiment). We celebrate this proud heritage. Our children hail from many places; however we are rich in Caribbean heritage. To celebrate it, we have a steel pan band. We have enjoyed some success with competitive grants and awards. We have been awarded: Laura Bush Foundation for Libraries, VH1 Save the Music, NIKE Give Back to the Game and Community, Middle School Planning, and AVID awards. We have the following after school clubs that meet every Friday: Soccer, Basketball, Table tennis, Dance, and Art.

We have established partnerships with community based organizations that include Sports and Arts Foundation, NY Police Department's Explorers, and Crown Heights Community Center, NIKE and Computers for Youth. All of these organizations provide counseling, recreation, and education. We are a brand new school committed to community embedment and student empowerment. We are a community of learners looking to perfect teaching and learning in our ranks and move consistently and steadily toward excellence.

We have established partnerships with institutions of higher education who have welcomed our students as student apprentices. Fifteen of our students and a cohort of parents spent one week on the Campus of Polytechnic Rensselaer and another thirty students spent one week at a commuter campus KINGSBOROUGH Community College. Students at Rensselaer lived, ate, and engaged in scientific, technological and mathematical inquiry. While students at Kingsborough commuted back and forth to a local campus they participated in scientific inquiry centered on themes from Marine Biology. Finally, we are also an Urban Advantage School.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Ebbets Field Middle School				
District:	17	DBN #:	17K352	School BEDS Code:	331700010352

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.5	91.0	93.0		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					86.8	88.8	86		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	143	123	121	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	176	156	137		77.6	84.6	92.6		
Grade 8	149	168	157						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					7	37	12		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	468	448	417		11	15	07		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	55	60	40	Principal Suspensions	34	12			
No. in Collaborative Team Teaching (CTT) Classes	16	15	22	Superintendent Suspensions	16	8			
Number all others	13	15	14						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	91	92	110	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	18	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	42	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	TBD
	20	10	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100	100
American Indian or Alaska Native	.2	.2	.5	Percent more than two years teaching in this school	57.9	57.1	TBD
Black or African American	78.4	75.7	76.5	Percent more than five years teaching anywhere	63.00	62.0	TBD
Hispanic or Latino	17.7	20.5	19.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.1	1.6	1.9	Percent Masters Degree or higher	63.00	62.00	TBD
White	1.5	1.8	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.6	87.8	TBD
Multi-racial							
Male	59.6	53.1	52.3				
Female	40.4	46.9	47.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)		✓	
Corrective Action (year 2)		TBD	
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	✓	Math:	
	Science:	x	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	Well Developed	Overall Evaluation:	+ Well Developed
Overall Score		Quality Statement Scores:	+ Well Developed
Category Scores:		Quality Statement 1: Gather Data	+ Well Developed
School Environment (Comprises 15% of the Overall Score)	b	Quality Statement 2: Plan and Set Goals	+ Well Developed
School Performance (Comprises 25% of the Overall Score)	a	Quality Statement 3: Align Instructional Strategy to Goals	+ Well Developed
Student Progress (Comprises 60% of the Overall Score)	a	Quality Statement 4: Align Capacity Building to Goals	+ Well Developed
Additional Credit	12	Quality Statement 5: Monitor and Revise	+ Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We analyzed the Quality Review, PBIS Surveys, Progress Report, and NYC DOE Surveys. We also analyzed OORS data to see the types of incidents we have most frequently and where they occur. We talked openly and honestly about the areas within which we are challenged. We examined the areas within which we saw trends, and began to accept what the data said. We looked honestly at where we are on the continuum of excellence and what our goals and priorities must be. We agreed to focus on two areas—and committed to the notion that it is better to go deep than wide. The two items on which our school must focus is student achievement in both ELA and mathematics (particularly males and Hispanics subgroup that lags behind the others in both ELA and Mathematics) and school environment (safety, student-to-student empathy, acceptance, diversity training, and loving being smart, et. al.)

We realize that reading and understanding data is critical to our success. We believe that we have begun doing an exemplary job in this area. In testimony to this, we submit that we did receive extra-credit in every category on our progress report. Clearly, we have begun to use data to tailor instruction to meet their needs. Our middle school is home to predominantly Caribbean and West African students with a smattering of Arabic students. Twenty – three percent of our students are identified as English language learners and twenty percent of those students are categorized as Students with Interrupted Formal Education (SIFE) or long term English language learners (ELLs) meaning that they have been in the system at least six years and still have not reached meaningful proficiency.

We realize that our school must introduce language rich activities to assist these students. The ELL population is a challenge but we are making great strides in this area. Nineteen percent of our school is comprised of students with individual education plans or IEPs. We have a lot of work to do to ensure that these students are able to meet and exceed the standards. Currently, twenty six and thirty one percent of our students are at level 3 or 4 in ELA and Mathematics respectively. We have a long way to go but we celebrate the fact that seventy percent of our students made at least one year's progress in ELA and fifty-seven percent did the same in Mathematics. While we celebrate these numbers we continue to reflect on what we missed that prevented the other thirty percent (ELA) and 43 percent (Math) from making similar gains.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Ebbets Field is a professional community. We include all stakeholders in decision making. This year we have decided to set the following over-arching goals and design SMART objectives to accomplish each.

Goal # 1

By June 2011 we will improve the performance of all students a minimum of 10 scale points, especially those within the ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic /racial.

Rationalization: In order for EFMS to continue its journey to excellence, we will work together to become a data-driven learning environment who uses an action-research model to modify and differentiate all learning for the greater good of our community. This will be accomplished through the formation a Hispanic Focus Group who will analyze the performance of Latino students in comparative and longitudinal forums. We will have teachers/students use the Acuity assessment as well as Thursday assessment results for flexible grouping, guided group activities, as well as zeroing in on students strength and weakness to provide them with accurate intervention.

Goal # 2

By June 2011 we will improve engagement in collaborative processes by a 3% increase with key school staff to identify students in greatest academic need and develop strategies for improvement.

RATIONALIZATION: It is imperative that we quickly identify student deficits and provide immediate academic intervention and support to bring students to proficiency with the goal of mastery. To accomplish this end, we developed an inquiry team that collaborated over the school year to identify and monitor a group of students who required academic intervention services. The team developed strategies for each student and followed the progress of each student throughout the year to inform AIS and classroom grouping decisions. In the upcoming year, we intend to create grade and department specific teams to accomplish the same task for every student school-wide. This process will be ongoing throughout the year in common preps, professional development, lunch & learns, and study

Goal # 3

By June 2011 we will improve our teaching capacity by 3% and strengthen instructional approaches across curriculum.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will improve the performance of all students in ELA by a minimum of 10 scale points by building on:</p> <ul style="list-style-type: none"> • General education student’s analytical skills increasing • ELL/LEP student’s and students with disabilities decoding, comprehension and analytical skills increasing • Economically disadvantaged, and major ethnic /racial groups comprehension and analytical skills increasing
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:English Language Arts will be taught daily in 90minute blocks. Curriculum planning , Balanced Literacy / Workshop Model, Lesson planning using Understanding By Design (Aligned with the Standards), Use of technology to enhance instruction, Enrichment activities, Test sophistication, Data to drive instruction (Princeton Review, Grow Report, and teacher generated assessments), 37.5 minutes extended time, Saturday Academy, Read 180 Program, Wilson Program, Extensive Professional, Development for teachers, coaches, administration, parents , Inter-class and school visitations, Professional Libraries, Read Alouds, Author’s Study Target population: All students in grades 6 through 8, including the ELL/LEP and Special Education population. Timeline: During ELA Class four times a week from September 2010- June 2011 Responsible Staff: ELA teachers, AIS Teachers, Resource Room Teachers, and Literacy Coach</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

MATHEMATICS

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, we will:</p> <ul style="list-style-type: none"> • Increase the number of students scoring level 2 to 3 and 3 to 4 as measured by standardized exams by 2% • Increase the number of students taking the Integrated Algebra Regents by 2%. • Increasing the number of students getting 65 or higher by 2% percent
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: We will utilize FASTT Math Software, Successmaker, and AVID on the school’s network. Implement initial placement quiz assessments; Identify student groupings; Create and implement a pull out program. Targeted students are those who demonstrate poor computational performance in mathematics, and on standardized examinations and those who receive remedial mathematics support including special education, English language learners, and SIFE. Timeline: Our Math AIS pull out program runs 5 days a week from September 2008 to June 2009. After school program operates T-W-R from 3:15 to 5:15 Responsible Staff: All Math teachers, Ms V Mullen Morris, AP is currently in charge of AIS</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant):

SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the number of eighth graders performing on the NYS Science test:</p> <ul style="list-style-type: none"> • Increase the number of level three’s and four’s on the NYS Science test especially the ELL/LEP students by 2% • Increase the number of eighth grade students taking the Living Environment Regents by fifty percent • Increase the number of students getting 65 or higher by fifteen percent
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: All of our tactile learners will be engaged in performing science investigations and expeditions in the science lab. And, they will conduct a minimum of three guided inquiry projects throughout the school year. The students will engage in a series of labs and hands on investigations throughout the year engaging in scientific method. Using the scientific skills acquired in the laboratory, they will design their own exit projects and present them in the district-wide science fair, school-wide Olympiad, or the science expo Students will log all investigations in their journals which will be used as a benchmark indicating they have grasped the true meaning of “reproducible” experimental science. We will utilize Urban Advantage, SECME, the Cornell Notes and the AVID program to implement in class informal quiz during assessment Thursday; Identify heterogeneous student groupings; and to expose the students to various institutions and facilities geared toward the advancement of science. Targeted Group: All Students Responsible parties: Science Teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant): **SOCIAL STUDIES**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the number of eighth graders performing on the NYS Social Studies test:</p> <ul style="list-style-type: none"> • Increasing the number of level three's and four's on the NYS Social Studies test especially the ELL/LEP students by 2% • Increasing the number of eighth grade student producing passing Exit Projects in SS by 10%. • Increasing the number of students in grade 6 and 7 completing Exit Projects in SS by 10%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/ Activities:To familiarize the staff with the core curriculum in Social Studies and utilize Document Based Questions as an effective teaching tool in all grades. Increase the use of multimedia approach to teaching SS and field trips. Use of multicultural libraries, historical libraries, non-fictional libraries for grades 6-8. Increase opportunities for reading in the content area during the reading workshop. Use of teaching aids such as maps, charts, globes, current events through the newspapers, Primary and Secondary Source Document materials. Increased use of programs that foster the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives. Targeted Group: All students in grades 6 through 8, including the ELL/LEP and Special Education population. Timeline: During 45 minute block, four times a week, September 2010 to June 2011 Responsible Staff: Social Studies Teachers, Literacy Coach, AIS Teachers, and Resource Room Teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant): FOREIGN LANGUAGE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all eighth graders will: (including bilingual/ESL and special education students)</p> <ul style="list-style-type: none"> • Increase read, write, and speak in the target language by 2% • Increase the mastery of basic survival language as measured by criterion-referenced tests by 2% • Increase student portfolios and teacher observations of these portfolios by 2%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities:All students entering the foreign language curriculum must be organized for effort. They must have the skills necessary to acquire and study vocabulary so that it can be retained and use with ease and precision. This will be accomplished by using instructional tools like Portfolios, Flash Cards, and data bases. All students will be given a minimum of ten minutes every day to use accountable talk and practice using the language as well as email others in the targeted language. This apprenticeship will give students an opportunity to practice their craft and perfect their usage.</p> <p>Targeted: All grade eight students including bilingual and special education.</p> <p>Timeline: All eighth grade students will be programmed for 180 minutes of Spanish language instruction beginning in September 2010 and ending in June 2011, four times a week for 45 minutes.</p> <p>Responsible Staff: 1-Foreign Language teacher; under the direction and supervision of one Assistant Principal September 2010-2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant):

THE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students will:</p> <ul style="list-style-type: none"> • Increase the development and number of students participating in the arts by 10% • Increase students visual hands-on experiences in several genres including painting, drawing, and sculpting, by 10% • Increase students interest in the arts in several genres like composing, playing, writing, music, drama and dance by 10%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: We must implement “best practices” philosophy in the arts. The arts will be used as an AIS program. For example, Dancers will research various styles and choreographers techniques and strategies, write and develop, their own and then perform. This approach empowers students to use dance as intrinsic motivation while perfecting and developing their writing, reading, and dancing skills. The band will provide enrichment to all students. It should be noted that the majority of our jazz band is comprised of children from the bilingual program. Music is the international language of instruction! All staff will receive professional development in using the arts to accentuate and extend their curriculum. Parents will share in the arts through our celebrations, presentations and showcasing of student work products. Target population: The arts will be available to all students including bilingual and special education students. Timeline: All students will experience the arts for a minimum of 90 minutes per week from September 2010 to June 2011 Responsible Staff: Veronica Mullen-Morris; Ms. Varoski</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant): SCHOOL LIBRARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and time-bound.</p>	<p>By June 2011, we will:</p> <ul style="list-style-type: none"> • Increase shelf list of books by 10% to assist with future inventories. Increase funds available for collection development. • Increase the use of the automation system personnel by 10% to ensure that all installed functions are fully utilized. • Increase the involvement of the overhead projector by 10% in planning for special library-related events such as “Bees,” Storytimes, Family events, fairs, author visits, etc. Assign exit/ spring projects for all grades to showcase new skills gained. Distribute information for 2 reading motivation programs via classroom teachers. • Increase the awareness of all members of the school community of what information literacy skills are and how they should be taught by 10%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities:</p> <ul style="list-style-type: none"> • Recruit student and parent volunteers to assist the librarian with library inventory. • Contact customer care to help in getting the automation system on-line. • Have an acceptable cross-section of the school community serving on the LAC to ensure that all voices are heard in the development of library policy and activities. Ensure that members of the LAC are involved in fundraising/ grant writing, thereby supporting the goal of improving the collection. • Provide professional development session for teachers to become familiar with information literacy skills instruction. Work with the Parent Coordinator to host a Parent Night highlighting information literacy. Participate in Curriculum planning meetings. <p>Target Population: /All goals, objectives, and strategies will benefit the entire school community at-large: Students, (including ELLs, at-risk and special needs populations,) staff and parents. Timeline: September 2010 to June 2011; Monday through Friday; 8:00 – 4:00 PM Responsible Staff: Librarian, Student and Parent volunteers, Library Advisory Committee members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Title I NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Library visitation logs Reference collection Borrowing and Circulation Records Learning walks Library Advisory Committee Meetings</p>

Subject/Area (where relevant): HEALTH EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will:</p> <ul style="list-style-type: none"> • Increase the quality of Health Education instruction received in general education by 10% • Increase the amount of ELL/LEP students receiving Health Education instruction by 10% • Increase the amount of students with disabilities, economically disadvantaged and major ethnic and racial groups receiving Health Education instruction by 10%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: We will schedule all eight grade classes for health instruction as mandated by city and state curriculum guidelines. We will provide professional development to staff as necessary to infuse health awareness in all curriculum areas. We will use outside resources, such as the neighborhood clinic or hospital as a real world connection. The use of projects, research, writing contests and poster campaigns as a tool for encouraging good health. The implementation of Health Day, the use of technology and media as a way of conveying information and promoting positive health messages. Target Population: All students in grades 6 through 8, including ELL/LEP and the Special Education population. Health class will only be offered to students in grade 8. Timeline: Ongoing weekly September 2010 through June 2011 Responsible Staff: Health teachers, Physical Education teachers, Science teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on standardized examination, Assessment Thursday Data, Acuity and Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant): FITNESS & PHYSICAL EDUCATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will provide a comprehensive Physical Education Class to all students, which include general education, ELL/LEP students, and students with disabilities, economically disadvantage and major ethnic and racial groups by 10% in the following areas.</p> <ul style="list-style-type: none"> • Ten percent increase in the health in the Fitness Gram programs • Ten percent increase in improving the alignment of instruction with NYC Curriculum • Ten percent increase in improving the alignment of instruction with NYS Curriculum.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: To familiarize the staff through professional development, visiting other schools and observing their physical education program. To use common preps to plan units and core curriculum that interlinks with math, science, social studies and health education. The implementation of Fitness Gram, Field Day, school sports teams, school clubs and the use of community based organizations. In addition, we will create opportunities for team sports including Soccer, Basketball, Baseball, Fitness, Flag Football.</p> <p>Target Population: All students in grades 6 through 8, including ELL/LEP and the Special Education population.</p> <p>Timeline: Ongoing weekly September 2010 through June 2011.</p> <p>Responsible Staff: Physical teachers, Health Education teachers, teacher volunteers, community based leaders</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, Title I, Contracts for Excellence, NYSTL, CHAMPS</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Performance on Fitness Gram, Criterion Referenced, Teacher Generated Assessments.</p>

Subject/Area (where relevant): **CAREER & TECHNICAL EDUCATION**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will:</p> <ul style="list-style-type: none"> • Increase Teacher Professional Development throughout via; on line webinars and distance learning by 5% • Increase the staff's willingness to learn and create a desire to use technology in the classroom by 5%. • Increase the usage use of LCD Projectors, Elmo Projectors and Mobile Labs by 5%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use AVID, Successmaker, Tabula Digita, to improve student learning and achievement. Design a digital media program for students as part of enrichment</p> <p>Design Professional Development for all staff to ensure that teachers maximize instructional technology as a learning tool.</p> <p>Smart Board; Region 6's Professional Development program for teachers and administrators) Bank Street/Teachers College and Educational Consultants</p> <p>The entire student population of Ebbets Field Middle School. (17k352).</p> <p>The 2010-2011 Academic School Year.</p> <p>The Principal and Administrative Team The Technology Liaison; Computer Lab Teacher Social Studies Teacher The Pedagogical Staff; Subject Area Teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy, Title I, Title III, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The Standardized Measures of Assessment, Princeton Review, NYStart and the Exit and Digital Portfolios.</p>

Subject/Area (where relevant):

Student Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students' abilities to manage anger and develop socially appropriate responses to typical and atypical adolescent stresses as they relate to the middle school experience.</p> <ul style="list-style-type: none"> ➤ By October, 2010, we will create a student service and support center which will house SAPIS and Crown Heights Mediation Center by 5% ➤ By December, 2010, we will establish a system of peer court and have a viable and comprehensive peer-mediation and conflict resolution program where children feel safe and supported in their quest for achievement by 5% ➤ By December, 2010, we will have our first quarterly celebration and cultural assembly designed to create and enhance student-to-student relationships, celebrate diversity and respect individuals from all cultures and linguistic backgrounds by 5%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: Activity 1: (student support center) All teachers will be informed of the Student Support Center. The center will be manned by our SAPIS counselor. Students will be trained and monitored to resolve conflict and mediate potential problems between students. Selected teachers will sit as an advisory team to the Student Support Center and student who have made significant strides will be permitted to work in the center as peer mediators and counselors during designated periods. All students who are granted this privilege will have to maintain a GPA commensurate with this responsibility. The GPA will vary as goals will be generated for each student as each individual comes to the table with a different set of strengths. Activity 2: (peer mediation and conflict resolution) Students who have experienced problems but have sought out and found appropriate means to settling these issues will be selected to serve as peer mediator and negotiators. These individuals will be trained in peer-mediation and conflict resolution as well as peer court techniques and student government. This group will create the core of student leaders and the base of our student culture reform initiative. Activity 3: (cultural, social and linguistic diversity celebrations) Students and faculty advisors will work together to design, research and plan a variety of assemblies, performances, and celebrations that honor our rich social, linguistic and cultural diversity. Each quarter we will have a minimum of one celebration. In addition, we will celebrate our student achievements at monthly PTA meetings through student of the month and perfect attendance awards. We have translation equipment that will make this possible.</p> <p>Target Population: Student leaders and participants who will be selected from the entire student body including special education and bilingual/ESL</p> <p>Timeline: Beginning in September and continuing throughout the school year. Peer Mediation and Conflict Resolution will be available every day; peer court will take place once a week from September to June.</p> <p>Responsible Staff: Guidance counselors; SAPIS and CHMC Counselor;</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy; Title I; Title III and Outside grants from Crown Heights Mediation Center</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>We will have weekly monitoring of incidents and occurrences; mediation and conflict resolution participation logs and case notes (where applicable); records from peer courts, agendas and attendance records of meetings; etc.</p>

Subject/Area (where relevant): Parent Participation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will:</p> <ul style="list-style-type: none"> • Increase parental involvement during parent teachers conference by 10% for all students including general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups by 10% • Increase parental involvement in the parent teachers meeting by 10% • Increase parental involvement in parent workshops by 10%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action/Strategies/Activities: In-School parental activities: Increased involvement in PTA, Learning Leaders Parent, Volunteers Training, Joint committees (Leadership, CEP, and Discipline), Sending parents, and staff to conferences, Assembly celebration , Newsletters and Notices by administration,, PTA , Parent Day , Celebrating Events (Students of the month, Arista, Honor Roll, Perfect Attendance), Workshops for parents and staff, Regular meetings with executive board and administration, Leadership team meetings, In class parent thematic Read-Alouds, Career Day, Movie Night, Holiday Celebrations (Valentine Day, Character Costume Day, Prom, Thanksgiving Day, etc...), Mother's /Father's Day Broadway Show Trip, Parent/Student Orientation at the beginning of school year Targeted: Entire school community including parents, staff and students. Timeline: Fall, 2010 through June 2011, parent meetings, parent workshops throughout the year. Monthly PTA meetings and newsletters. Ongoing parent/teachers conference throughout the year. Responsible Staff: Parent Coordinator, Administrators, Deans, Classroom Teachers, Guidance counselor, and School social worker</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I, Title III, NYSTL, Tax Levy, PTA fundraisers, School fundraisers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Increase attendance at PTA meetings, SLT meetings, Parent-Teachers Conference, and Student Celebrations</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	54	49	49	54	12	0	1	5
7	86	59	59	86	9	1	0	4
8	112	127	127	112	23	0	0	3
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	READ 180, Wilson, Successmaker, Study Island, Small Group Instruction. These services are offered Monday through Friday during extended and the regular school day as well as Tuesday, Wednesday and Thursday during after school.
Mathematics:	Successmaker, Study Island, Tabula Digita, Fasttt Math, Small Group Instruction These services are offered Monday through Friday during extended and the regular school day as well as Tuesday, Wednesday and Thursday during after school.
Science:	Urban Advantage, Study Island, Laboratory Work, Small Group Instruction. These services are offered Monday through Friday during extended and the regular school day as well as Tuesday, Wednesday and Thursday during after school.
Social Studies:	Small Group Instruction, Non-fiction reading, document based question These services are offered Monday through Friday during extended and the regular school day as well as Tuesday, Wednesday and Thursday during after school.
At-risk Services Provided by the Guidance Counselor:	Small and individual counseling, peer-mediation/conflict resolution, peer court. These services are offered Monday through Friday during extended and the regular school day.
At-risk Services Provided by the School Psychologist:	Small group and individual counseling. These services are offered Monday through Friday during extended and the regular school day.
At-risk Services Provided by the Social Worker:	Small group and individual counseling These services are offered Monday through Friday during extended and the regular school day.
At-risk Health-related Services:	Individual services as needed or deemed appropriate. These services are offered Monday through Friday during extended and the regular school day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See Attach copy of the Schools Current LAP

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 120 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

M.S. 352 has approximately 120 ELL students. The ELL students will be participating in the Title III after school enrichment program. The purpose of this program is to provide ELL's with additional assistance in math and language arts with a focus in writing. The program will be scheduled from 3:15 to 5:15 pm Mondays, Tuesdays, and from 10:00 am to 1:00 pm Saturdays. There will be one group with about 20 students in the group. The group will have math for one hour and a half for two days and Language Arts for one hour and a half for two days. Students will complete one hour and a half each day in math and switch to one hour and a half each day in ELA (Example: The group starts with math and switch to ELA after an hour and a half. One certified ESL teachers will teach this class. The program will run from October to May for approximately 23 weeks. We will use the following materials: Write Source 2000 and Math on Call from Great Source. Students will be encouraged to publish their writing selections using the laptops that will be purchased in addition to what is already available in the school. Tape recorder CD player will also be purchased to use in the literacy program where students will become familiar with recorded texts. The tape recorders will be used to enhance student's linguistics as well as their lessoning skills. The laptop will be used to provide additional instruction via Study Island, which is a computer based software to help improve student's literacy skills.

There are 120 bilingual/ESL students at Ebbets Field Middle School. These students are served through 2-multi graded self-contained ESL class in grades 6,7, and 8 and a 1 ESL pull out program for each student will receive at least four periods per week in grades 6,7, and 8. Students in the multi grade self-contained class are grouped by three levels, beginner, intermediate, and advance level. Students in the multi grade self-contained classes receive instruction in English with an emphasis on ESL and ELA which of course is determined by their individual levels of proficiency. Social Studies and Math will be taught to them by the licensed ESL teachers. They will be taught science by a licensed science teacher. The ESL stand alone class is basically designed for newcomers. We have placed these students in a sheltered environment to improve their literacy skills quickly and ease them into the cultural demands of the American System. We also have a 1 licensed ESL teacher who pulls our more proficient students for ESL instruction. One ESL teacher will be use the Writing Matters Writing techniques with students to help develop their writing skills.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development will be administered to the three ESL teachers who will teach during the school day and during the after school program. Some of the professional development will be conducted during a common prep by the math and literacy coaches. These teachers will not be paid since this PD will be conducted during school time.

Sessions	Dates	Time Schedule	Topics
1	November	Common prep (All ESL teachers)	The writers Workshop.
2	January	Common prep (All ESL teachers)	Aligning the Impact math topics with ESL strategies
3	March	Common prep (All ESL teachers)	NYSESLAT prep
4	April	Common Prep (All ESL teachers)	NYSESLAT Prep
5	November Thru March	Once a month all day (One ESL teacher)	Writing Matters Workshop

- All teachers will receive 8 to 10 hours of professional development in teaching strategies and pedagogical approaches for English language learners. These approaches will include: Total Physical Response (TPR), Language Experience Approach (LEA), and Rhymes and REBUS.
- ESL teachers will also be trained in the implementation of two instructional block programs called Humanities (Social Studies/English) and Engineering (Math/Science). They will receive a minimum of 15 hours of professional development in this category.

		<p style="text-align: right;">Teacher's Edition @ \$17.00 Grade 8 - 1 class set @ \$539.00 Teacher's Edition @ \$17.00</p> <p style="text-align: right;">Total \$1,668.00</p> <p>1 laptops and 1 printer/copier.....\$1,646.00</p> <p>1 Eiki tape recorder/CD player (from Highsmith.....\$311.00 Consumables \$ 953.00</p> <p>Total \$2,910.00 Grand Total\$4,950.00</p>
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Parent Involvement	<p style="text-align: right;">\$180.00</p> <p style="text-align: right;">\$400.00 \$970 (10% of \$16,400)</p>	<p>Metro cards for parents\$180.00</p> <p>Refreshments for parents \$400.00</p> <p>Prize for the parents-Electronic translation dictionaries 39 each @ \$30= \$970.00</p>
TOTAL	\$16,400.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

When we correlated these results, we found our families speak the following languages and important data should be translated whenever possible into: Spanish (44), Haitian Creole (25), Fulani (26), French (11), Arabic (6), Bengali (4), Twi (3), and 1 home speaking each of the remaining languages: Akan, Chinese, Italian, and Malinke. Once we determined which languages were spoken by our families, we shared this information with the staff at faculty conferences.

Part B: Strategies and Activities

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

As a school, we send home newsletters, parent notices, student and family handbooks, discipline codes, and other items from central office. We are blessed by having many multilingual staff members. Currently, our staff speaks and can translate into Spanish, Haitian Creole, Arabic, and French. Based on this, we will use our in-house staff for most translation and interpretation tasks. The languages with which we have no expertise, we will seek outside phone translations and/or written interpretations as needed. In addition, for group assemblies and such, we will have translators on hand and will use Magic Ear.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We will use our in-house staff for most translation and interpretation tasks. The languages with which we have no in-house expertise, we will seek outside phone translations and/or written interpretations as needed. In addition, for group assemblies and such, we will have translators on hand and will use Magic Ear

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will prominently post Translation Notices as outlined in the Chancellor's Regulations. These signs will be posted in all the linguistic groups reflected in our school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$570,736.00	\$86,942.00	\$657,678.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5050.00		\$5050.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25249.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$91,082.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 88 % _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year will be to make class available and provide professional development for their licensed area.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.



Attached Herewith

Ebbets Field Middle School Family Involvement Policy

The Ebbets Field Middle School (EFMS) believes that family and community engagement is an important component for student success. The engagement of parents, families, and the community in the education of our children creates a positive bond between the home and the school. In order that we may provide a more responsive and inviting school climate to increase the level of family and community engagement, the EFMS will develop and implement systemic and school based strategies and programs, based on the National Standards for School-Parent Partnerships and other research based programs.

The EFMS recognizes that strong, consistent family engagement provides support for measurable improvement in student achievement. The EFMS commits to building engagement capacity in: communication, parenting, volunteering, at - home learning, decision - making, collaborating with the community, and advocacy. The EFMS Family and Community Engagement Policy creates a collaborative environment in which the parents, families, and the communities of our students are invited and encouraged to be involved stakeholders in the school community.

The EFMS will develop a goal-oriented comprehensive program of family and community engagement that supports the academic achievement of all students and meets local, state, and federal mandates.

- EFMS will develop a professional development program on the family and community engagement policy and family and community engagement strategies.
- We will create a Family Involvement Team comprised of school stake holders that will be responsible for implementing the family and community engagement policy and programs.
- The Family Involvement Team will meet at least (4) times a year; we will provide notice of meetings to all parent/families; There will be at least 10 active members of which at least one representative will be related to the special education population and limited English proficient (LEP) population.
- The EFMS will have an active School Leadership Team (SLT). It will meet at flexible times during the year and will include parents, teachers, and administrators in accordance with the Chancellor's Regulations. The team will work in concert with the organized parent groups. The principal will disseminate the guidelines for membership on the School Leadership Team and a description of its role and responsibilities of its members.
- The EFMS will hold an annual meeting for families and community members within which we discuss the yearly school and student progress data and school program plans. Parents, families, and the school community will annually assess the effectiveness of its school program, including the family and community engagement component. This annual meeting is to be held when EFMS provides the data for the evaluation and development of school program plans to increase the academic achievement of all students.
- The EFMS will publicize, follow and enforce our Family/School Compact which delineates the responsibilities of school staff, parents, families, and students to ensure the academic achievement of all students. We will use a school climate survey to gauge the level of school support for parent/family involvement. A Parent /Family checklist will serve as a guide for parents/families in support of the academic success of their children. Each of these documents is to be developed by the PA and Family Involvement Task Force.
- The EFMS will send home a monthly newsletter to all parents to keep them informed about school-wide activities, programs, assessments and student achievements. These publications will be translated, whenever possible, into the native languages of our students and their families.
- The EFMS will conduct a biannual assessment of the implementation of the Family and Community Engagement Policy and program.

Having children makes you no more a parent than having a piano makes you a pianist."

-Michael Levine

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Attached herewith



EBBETS FIELD MIDDLE SCHOOL
46 McKeever Place; Brooklyn, NY 11225

Family School Compact

Parent/Guardian Commitment

I want my child to reach his/her full academic potential. Therefore, I will commit to do all of the following:

- Ensure that my child attends school each day
- Send my child to school on time and ready to learn
- Review homework assignments and offer assistance when needed
- Show an interest in my child's well being by attending school functions, supporting school activities, and making every effort to attend parent/teacher conferences.
- Provide reinforcement of and model the skills embraced at school that
- develop respectful attitudes and behaviors

Parent Signature _____

Teacher/ Administration Commitment

We want our students to reach their full academic potential. Therefore, we will commit to do all of the following:

- Set high instructional expectations for all students that promote the development of the district's content standards and benchmarks
- Teach effective study skills and strategies to ensure retention of learning
- Communicate successes and concerns with parents in an efficient and frequent manner
- Establish flexible scheduling and create a warm atmosphere for parent/guardians during classroom visits and participation in activities
- Provide a safe and supportive environment that nurtures success, where all children are treated fairly with respect and compassion
- Consider accessing possible resources for extenuating circumstances shared with appropriate staff by the parents/guardians to assist them to realize a full commitment

Teacher/ Administrator Signature _____

Student Commitment

I want to reach my full academic potential. Therefore, I will commit to do all of the following:

Arrive at school and attend class on time each day
Show respect at all times to everyone who is part of the school by not acting hostile or creating fear in others
Obey all of the classroom rules and conduct myself accordingly
Pay attention in class and participate in classroom discussions.
Complete all classroom lessons and homework on time and in a way that is accurate and neat.
Do my best and keep trying even when the work is difficult

Student Signature _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We realize that reading and understanding data is critical to our success. We believe that we have begun doing an exemplary job in this area. In testimony to this, we submit that we did receive extra-credit in every category on our progress report. Clearly, we have begun to use data to tailor instruction to meet their needs. Our middle school is home to predominantly Caribbean and West African students with a smattering of Arabic students. Twenty – three percent of our students are identified as English language learners and twenty percent of those students are categorized as Students with Interrupted Formal Education (SIFE) or long term English language learners (ELLs) meaning that they have been in the system at least six years and still have not reached meaningful proficiency.

We realize that our school must introduce language rich activities to assist these students. The ELL population is a challenge but we are making great strides in this area. Nineteen percent of our school is comprised of students with individual education plans or IEPs. We have a lot of work to do to ensure that these students are able to meet and exceed the standards. Currently, twenty six and thirty one percent of our students are at level 3 or 4 in ELA and Mathematics respectively. We have a long way to go but we celebrate the fact that seventy percent of our students made at least one year's progress in ELA and fifty-seven percent did the same in Mathematics. While we celebrate these numbers we continue to reflect on what we missed that prevented the other thirty percent (ELA) and 43 percent (Math) from making similar gains.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

ELA Program: READ 180, Wilson, Successmaker, Achieve 3000, Small Group Instruction. These services are offered Monday through Friday during small group instruction and the regular school day.

Math Program: Successmaker, Destination Math, Small Group Instruction. These services are offered Monday through Friday during small group instruction and the regular school day.

Science Program: Urban Advantage, Laboratory Work, Small Group Instruction. These services are offered Monday through Friday during extended day and the regular school day.

Social Studies Program: Small Group Instruction, Non-fiction reading, document based question. These services are offered Monday through Friday during extended, AVID tutorial and the regular school day.

3. Instruction by highly qualified staff.

All Teachers providing this service is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All professional development will be administered to teachers every week during the school day. Some of the professional development will be conducted during and after prep by the math and literacy coaches as well as lunch and learns.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

All teachers will receive professional development in teaching strategies and pedagogical approaches for ELA, Math, SS, and Science.

NA

Teachers will also be trained in the implementation of two instructional block programs called Humanities (Social Studies/English) and Engineering

(Math/Science). They will receive a minimum of 1.5 hours of professional development in this category.

6. Strategies to increase parental involvement through means such as family literacy services.

The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies. In-School parental activities and increased involvement in PTA, Learning Leaders Parent, Volunteers Training, Joint committees (Leadership, CEP, and Discipline), Sending parents, and staff to conferences, Assembly celebration, Newsletters and Notices by administration, PTA, Parent Day Celebrating Events (Students of the month, Artists, Honor Roll, Perfect Attendance), Workshops for parents and staff, Regular meetings with executive board and administration Leadership team meetings. In class parent thematic Read Alouds, Career Day, Movie Night, Holiday Celebrations (Valentine Day, Character Costume Day, Prom, Thanksgiving Day, etc...), Mother's /Father's Day Broadway Show Trip, Parent/Student Orientation at the beginning of school year

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

N/A

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All of our tactile learners will be engaged in performing science investigations and expeditions in the science lab. And, they will conduct a minimum of three guided inquiry projects throughout the school year. The students will engage in a series of labs and hands on investigations throughout the year engaging in scientific method. Using the scientific learned skills acquired in the laboratory, they will design their own exit projects and present them in the district-wide science fair, school-wide Olympiad, or the science expo. Students will log all investigations in their journals which will be used as a benchmark indicating they have grasped the true meaning of "reproducible" experimental science. We will utilize Urban Advantage, SECME, Study Island, the Cornell Notes and the AVID program to implement in class informal quiz during assessment Thursday; Identify heterogeneous student groupings; and to expose the students to various institutions and facilities geared toward the advancement of science. Students will participate in the Living Environment Regents as well. There will also be an intense Saturday Academy dedicated to prepare students for the NYSS Science Exam. English Language Arts will be taught daily in 90minute blocks, Curriculum planning , Balanced Literacy / Workshop Model, Lesson planning using Understanding By Design (Aligned with the Standards), Use of technology to enhance instruction, Enrichment activities, Test sophistication, Data to drive instruction (Princeton Review, Grow Report, and teacher generated assessments), 37.5 minutes extended time, Saturday Academy, Read 180 Program, Wilson Program, Extensive Professional, Development for teachers, coaches, administration, parents , Inter-class and school visitations, Professional Libraries, Read Aloud, Author's Study. Writing Matters will also be used to help students improve in their writing.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$430,187	X	12-23, 27, 36-43
Title I, Part A (ARRA)	Federal	X			\$80,407	X	12-23, 27, 36-43
Title II, Part A	Federal						
Title III, Part A	Federal	X			\$19,620	X	28-34
Title IV	Federal	X			\$8,890	X	12-23, 27, 36-43
IDEA	Federal	X			\$197,406	X	12-23, 27, 36-43
Tax Levy	Local	X			\$3,161,049	X	12-23

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Based on information on the performance of children in relation to the State standards we provide programs that focus on all eight grade, ELL's/LEP and economically disadvantage students on the NYS Science test as well as the ELA. Many of these programs will be computer based (Read 180, Success Maker, Destination Math, and Writing Matters).

2. Ensure that planning for students served under this program is incorporated into existing school planning.

These programs will take place during the regular school day as pull-out.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

-
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

All of our tactile learners will be engaged in performing science investigations and expeditions in the science lab. And, they will conduct a minimum of three guided inquiry projects throughout the school year. The students will engage in a series of labs and hands on investigations throughout the year engaging in scientific method. Using the scientific learned skills acquired in the laboratory, they will design their own exit projects and present them in the district-wide science fair, school-wide Olympiad, or the science expo. Students will log all investigations in their journals which will be used as a benchmark indicating they have grasped the true meaning of “reproducible” experimental science. We will utilize Urban Advantage, SECME, Study Island, the Cornell Notes and the AVID program to implement in class informal quiz during assessment Thursday; Identify heterogeneous student groupings; and to expose the students to various institutions and facilities geared toward the advancement of science. Students will participate in the Living Environment Regents as well. There will also be an intense Saturday Academy dedicated to prepare students for the NYSS Science Exam. English Language Arts will be taught daily in 90minute blocks, Curriculum planning , Balanced Literacy / Workshop Model, Lesson planning using Understanding By Design (Aligned with the Standards), Use of technology to enhance instruction, Enrichment activities, Test sophistication, Data to drive instruction (Princeton Review, Grow Report, and teacher generated assessments), 37.5 minutes extended time, Saturday Academy, Read 180 Program, Wilson Program, Extensive Professional, Development for teachers, coaches, administration, parents , Inter-class and school visitations, Professional Libraries, Read Aloud, Author’s Study. Writing Matters will also be used to help students improve in their writing.

4. Coordinate with and support the regular educational program;

The following programs are arranged to coordinate with and support the regular educational program READ 180, Wilson, Successmaker, Study Island, Small Group Instruction, Tabula Digita, Fasttt Math, Urban Advantage, Laboratory Work, Small Group Instruction, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution, peer court. Ongoing review of individual activities will be deemed needed. These activities will be offered Monday through Friday during extended and the regular school day as well as Tuesday, Wednesday and Thursday during after school.

5. Provide instruction by highly qualified teachers;

Licensed teachers all content area mentioned above will teacher these students.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Teachers will attend professional development for Writing Matters, AVID, and the Urban Advantage throughout the school year. Teachers will also be enrolled in the ongoing professional development provided by the Department of Education.

7. Provide strategies to increase parental involvement; and

In-School parental activities: Assembly celebration such as storytelling night, newsletters, PTA literacy workshop, In class parent thematic Read-Aloud, Career Day, Movie Night, Holiday Celebrations (Valentine Day, Character Costume Day, Prom, Thanksgiving Day, etc...), Mother's /Father's Day Broadway Show Trip, Parent/Student Orientation at the beginning of school year.

8. Coordinate and integrate Federal, State and local services and programs.

All Title I programs will be coordinated and integrated during the regular school day as well as afterschool such as our Read 180, Wilson, and Success maker Program that target our Title I population. Also our ESL and Resource room program will also take place during the day, afterschool and during the Saturday Academy.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Basic **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

We have 12 students living in temporary housing.

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

The services these students will be provided with are as follow: READ 180, Wilson, Successmaker, Study Island, Small Group Instruction, Tabula Digita, Fasttt Math, Urban Advantage, Study Island, Laboratory Work, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution, peer court.

Part B: FOR NON-TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Ebbets Field Middle School					
District:	17	DBN:	17K352	School		331700010352

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.5	91.0	91.5
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		86.8	88.8	88.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	123	121	110	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	156	137	130		77.6	92.6	94.4
Grade 8	168	157	167				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	37	27
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	448	417	407	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	15	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	60	40	31	Principal Suspensions	34	12	41
# in Collaborative Team Teaching (CTT) Classes	15	22	12	Superintendent Suspensions	16	8	22
Number all others	15	14	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	38	42	43
# receiving ESL services only	92	110	TBD	Number of Administrators and Other Professionals	14	13	8
# ELLs with IEPs	2	18	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	2	3	8
--	--	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	20	10	35	% fully licensed & permanently assigned to this school	100.0	100.0	97.4
				% more than 2 years teaching in this school	57.9	57.1	76.7
				% more than 5 years teaching anywhere	44.7	47.6	53.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	62.0	74.4
American Indian or Alaska Native	0.2	0.5	0.5	% core classes taught by "highly qualified" teachers	83.6	87.8	91.7
Black or African American	75.7	76.5	78.1				
Hispanic or Latino	20.5	19.7	18.4				
Asian or Native Hawaiian/Other Pacific	1.6	1.9	0.0				
White	1.8	1.2	2.2				
Male	53.1	52.3	51.6				
Female	46.9	47.7	48.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				
Student groups making	5	6	0			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	49.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	34.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 305	District 17	School Number 352	School Name Ebbets Field MS
Principal Margie Baker		Assistant Principal V. Mullen-Morris	
Coach C. Chapman, ELA Coach		Coach J. Carter, Math Coach	
Teacher/Subject Area Wanda Miranda-Gomez/ELA		Guidance Counselor Verose Etienne	
Teacher/Subject Area Leonard Payan/Math		Parent type here	
Teacher/Subject Area S. Gilles/Science		Parent Coordinator Marlene Blair	
Related Service Provider Galina Kopylova		Other type here	
Network Leader Joanne Mejias		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	408	Total Number of ELLs	98	ELLs as Share of Total Student Population (%)	24.02%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

For the initial identification of students who may possibly be ELLs the following steps are taken: The administering of the Home Language Identification Survey (HLIS) is given to the parents to file out in his/her language, an informal oral interview is conducted in the native language by a certified ESL teacher. Our ELL parents are provided with translators for meeting, agendas and handouts. If another language other than English is spoken in the home then the LAB-R is administered. Once the LAB-R is administered and the results show that the child is eligible for ELLs services within 10 school days, the parents orientation is conducted. After the parent watch the video in his/her language and they understand the different options they are given a program selection form to fill out in his/her language. If they choose a program that is not available in the school they have the option to have their child transferred to one of the schools that have the program of choice. It is explained to the parent that once the child is enrolled into a program it is for the entire school year. If there is no response we attempt to contact Parents by letter, phone call, through teacher or Parent Coordinator. The parents of the child that are ready in the program is asked to either fill out another program selection form or a continuation letter to remain in the program. The NYSESLAT determines the ELLs progress for reaching proficiency and service continuation. The test is administered during the spring of every school year. All orientations are held during the time of registration individually. All survey forms and program selection forms are collected during registration. Continuing students parents are brought in on an individual bases to go through the process again. Even though they were given the option to transfer their child to the chosen program they decided to remain in the school. This school offers the program that about 90% of the parents select.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0	7	24					31
Push-In							16	36	15					67
Total	0	0	0	0	0	0	16	43	39	0	0	0	0	98

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	11
SIFE	22	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	61

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	6	9	13	1	2	61	0	0	98
Total	24	6	9	13	1	2	61	0	0	98

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	14	15					35
Chinese														0
Russian														0
Bengali							0	3	0					3
Urdu														0
Arabic							1	2	4					7
Haitian							3	13	7					23
French							5	6	5					16
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	6	7					14
TOTAL	0	0	0	0	0	0	16	44	38	0	0	0	0	98

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

PROGRAMMING AND SCHEDULING INFORMATION

Ebbets Field Middle School 352 currently provides instruction to English language learners through one Free Standing ESL self-contained class with beginners and an ESL pull-out for the intermediate and advanced students will ensuring the students receive the mandated ESL minutes (360 minutes of ESL services for beginners and intermediate and 180 minutes of ESL and ELA service for advanced. The self-contained class is taught by a certified teacher who has taught ESL students for over 30 years. She teaches ESL via Humanities (Social Studies and ELA) related courses then they go to science and math class that are taught by teachers who are licensed in these areas. In all these class ESL strategies are used, differentiated instruction and the workshop model to help student achievement. The staff is programmed accordingly.

This class is designed as a bridge. Each student receives individualized instruction designed to meet his/her unique linguistic needs. Students are grouped heterogeneously for classroom activities involving language development, particularly learning activities that involve group work and accountable talks. Learners who are approaching advanced stages of proficiency are mainstreamed for ELA and mathematical problem-solving. The native language support is provided via dictionaries and partnering students.

Each student will be continually assessed using a variety of instruments including, Princeton Review and Get Ready for the NYSESLAT. We will also be using SUCCESSMAKER and Achieve 3000 software which is available in both Spanish and English to increase student language and mathematical reasoning proficiency. If funding permits, we will be using ELLIS a computer assisted instructional program that is diagnostic, tailored to meet the specific instructional needs of each student's unique learning needs. As students gain proficiency, their linguistic instructional ratios change accordingly. The ultimate goal is moving all students to English proficiency while strengthening and developing their skills in the native language.

Ebbets Field is deeply committed to the notion that all services to ELLs must be structured to support, enhance and preserve the native language while building and developing English as the target language. To accomplish this, we will sponsor cultural and linguistic activities where students will have an opportunity to use, teach and develop their native languages. In addition, we will provide native language club activities after school.

Students at EFMS are grouped by proficiency level. This is done so that teaching and learning can be differentiated targeted assistance can be provided to each individual student in a small group setting. For other activities, we cross group (placing strong students with weak) thus providing the beginners and intermediate with appropriate language models and peer tutors who are proficient and advanced. We

use this approach to help increase the language proficiency level while developing students' social and emotional skills. This model also allows students to emerge as leaders and develop a self-esteem and regulation skills.

All students are grouped and regrouped to enable individual students to develop language skills in the target language. Our goal is to increase each student's cognitive and academic language proficiency. An auxiliary benefit is previous stated as this model is very effective in producing leaders within a smaller peer group and increase students' ability to function as individuals within groups.

All students at Ebbets Field including ESL follow a state mandated curriculum and pacing calendar identical to that of the monolingual, replete with Impact Mathematics and Chancellor's libraries. All ELLs will also have access to multicultural libraries that were selected to meet the cultural interests of students from various ethnic groups. These libraries were purchased through Attansio Associates a leader in bilingual curriculum products. These books were grouped and selected as they reinforce linguistic and cultural themes specific to the students' native lands, cultures and traditions.

We will make certain that all children who are English language learners develop English literacy skills and compassionate enculturation into the American system and adolescent culture of Brooklyn, New York while honoring, valuing and respecting their native language, linguistic models, traditions, and cultures. We are deeply committed to this notion and will take every possible precaution to ensure that we do not deviate from this tenet.

Students receive Science from a licensed Science teacher that was trained in ESL approaches like rhyme, rebus, the use of cognates, etc. This gradual exposure to an all English instructional model will allow students to make connections between the native and target language while building proficiency and transitioning to an English dominant environment. Students who have spent most of their time in bilingual classes often experience emotional difficulties when transitioning. Mainstreaming will minimize the "culture shock" and support the learner so that she/he will eventually experience a seamless transition from the bilingual program to the general monolingual model.

We have an ESL pull-out program for all ELL students from beginners to proficiency level and are not in a self-contained class. Students at EFMS are grouped by proficiency level. This is done so that teaching and learning can be differentiated with targeted assistance provided to each individual student in a small group setting. For other activities, we cross group (placing strong students with weak) thus providing the beginners and intermediate with appropriate language models and peer tutors who are proficient and advanced. We use this approach to help increase the language proficiency level while developing students' social and emotional skills. This model also allows students to emerge as leaders and develop a self-esteem and regulation skills. In this way the organization of our staff ensures that the mandated number of instruction minutes is provided according to the schedule. We will do this to immerse them in linguistic developmental strategies. We will continually assess our students' needs and seek out a means of providing an appropriate and comprehensive instructional approach.

Beginners and intermediate students receive 360 minutes of instructions per week, while advanced level students get 180 minutes of instructions weekly. We do this to immerse them in linguistic developmental strategies. We continually assess our students' needs and seek out a means of providing an appropriate and comprehensive instructional approach.

The program models we use are: self-contained class, and both Heterogeneous and Homogeneous as the pull-outs are concerned. All students are grouped and regrouped to enable individual students to develop language skills in the target language. Our goal is to increase each student's cognitive and academic language proficiency. An auxiliary benefit as previously stated as this model is very effective in producing leaders within a smaller peer group and increase students' ability to function as individuals within groups.

Among the new programs and improvements in the upcoming school year will be implementation of "Writing Matters". That's a scripted writing program that is differentiated for all levels. It is also a computer-based program.

The plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is implementing programs such as: Success Maker, Achieve 3000, pull-outs periods and READ 180 throughout the day. Students identified as SIFE students receive System 44, Destination Math and differentiated instruction to improve their reading and math skills.

Our school implements summer programs that serve as a bridge to the new academic school year in regards to ELL students.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

There are 88 bilingual/ESL students at Ebbets Field Middle School. These students are served through 2-multi graded self-contained ESL class in grades 6,7, and 8 and a 1 ESL pull out program for each student will receive at least four periods per week in grades 6,7, and 8. Students in the multi grade self-contained class are grouped by three levels, beginner, intermediate, and advance level. Students in the multi grade self-contained classes receive instruction in English with an emphasis on ESL and ELA which of course is determined by their individual levels of proficiency. Social Studies and Math will be taught to them by the licensed ESL teachers. They will be taught science by a licensed science teacher. The ESL stand alone class is basically designed for newcomers. We have placed these students in a sheltered environment to improve their literacy skills quickly and ease them into the cultural demands of the American System. We also have a 1 licensed ESL teacher who pulls our more proficient students. This ESL teacher will be use the Writing Matters Writing techniques with students to help develop their writing.

Each student will be continually assessed using a variety of instruments including, Princeton Review and Get Ready for the NYSESLAT. We will also be using SUCCESSMAKER software which is available in both Spanish and English to increase student language and mathematical reasoning proficiency. If funding permits, we will be using ELLIS a computer assisted instructional program that is diagnostic, tailored to meet the specific instructional needs of each students unique learning needs. As students gain proficiency, their linguistic instructional ratios change accordingly. The ultimate goal of moving all students to English proficiency while strengthening and developing their skills in the native language.

Students will receive Science from a licensed Science teacher who is second language learner and has been trained in ESL approaches like rhyme, rebus, the use of cognates, et.al. This gradual exposure to an all English instructional model will allow students to make connections between the native and target language while building proficiency and transitioning to an English dominant environment. Students who have spent most of their time in bilingual classes often experience emotional difficulties when transitioning. Mainstreaming will minimize the "culture shock" and support the learner so that she/he will eventually experience a seamless transition from the bilingual program to the general monolingual model.

Each teacher who impacts upon ELL students receives a total of 8-10 hours of training in ESL methodologies which includes but are not limited to total physical response (TPR), Language Experience (LEA), rebus, rhyme, repetition, etc. In addition, teachers who share teaching meet with Ms. Mullen-Morris to ensure articulation and continuity of instruction.

All students who are speakers of language other than English will take all NYS examinations as mandated by Part 100 and Part 154 of the NYS code.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support to School Staff

Professional development will be administered to the three ESL teachers who will teach during the school day and during the after school program. Some of the professional development will be conducted during a common prep by the math and literacy coaches.

- All teachers will receive 8 to 10 hours of professional development in teaching strategies and pedagogical approaches for English language learners. These approaches will include: Total Physical Response (TPR), Language Experience Approach (LEA), and Rhymes and REBUS. In addition, teachers who share teaching meet with Ms. Mullen-Morris to ensure articulation and continuity of instruction. We organized Common Preparation Periods – workshops within and outside of the building
- ESL teachers will also be trained in the implementation of two instructional block programs called Humanities (Social Studies/English) and Engineering (Math/Science). They will receive a minimum of 15 hours of professional development in this category.
- ESL teacher will receive a minimum of 15 hours of professional development in the workshop model of instruction; addressing students as readers, writers, historians, mathematicians and engineers.* All classroom teachers must be trained in ESL strategies to maximize the impact of teaching and learning.
- The school-wide professional development agenda includes an ESL component. PD includes a whole-school exposure to pedagogy proven effective with second language learners and identifies mechanisms through which these practices can be implemented in a heterogeneous and English dominant classroom setting.
- Professional development should include strategies for increasing multicultural curriculum approaches in every content area across the curriculum.
- All teachers should know and understand the implications of culture on learning and social development and understand how to provide a classroom that can support second language learners in an English language environment.
- All teachers must be aware of opportunities for parents who are speakers of languages other than English to participate in adult education classes including ESL, Basic Education and GED.

All Assistant Principals, paraprofessional, guidance counselors, special education teachers, secretaries, and parent coordinator will attend the CFN workshops provided throughout the school year. Seven and a half hours of training will be provided by the CFN. Parents will be encouraged to attend workshops that are provided by outside organizations during the PTA and those provided by the CFN. The parent

coordinator and guidance counselors survey parents during conferences and PTA meetings to identify their needs and concerns.

E. Parental Involvement

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

Parental Involvement

As a school, we send home newsletters, parent notices, student and family handbooks, discipline codes, and other items from central office. We are blessed by having many multilingual staff members. Currently, our staff speaks and can translate into Spanish, Haitian Creole, Arabic, and French. Based on this, we will use our in-house staff for most translation and interpretation tasks. The languages with which we have no expertise, we will seek outside phone translations and/or written interpretations as needed. In addition, for group assemblies and such, we will have translators on hand and will use Magic Ear.

We will use our in-house staff for most translation and interpretation tasks. The languages with which we have no in-house expertise, we will seek outside phone translations and/or written interpretations as needed. In addition, for group assemblies and such, we will have translators on hand and will use Magic Ear

Parents of ELL students met in groups to address their concerns and to update them on their children's 2nd language acquisition. Parents are given folders with information on the school's plan of instructions for their newly enrolled children at EFMS. If there are urgent concerns that need to be addressed, meetings with parents are scheduled and held.

The school will prominently post Translation Notices as outlined in the Chancellor's Regulations. These signs will be posted in all the linguistic groups reflected in our school community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	6	5				
	I							8	11	13				
	A							8	22	14				

	P							0	4	7				
READING/ WRITING	B							4	6	16				
	I							6	21	14				
	A							5	11	9				
	P							1	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	6	0	0	16
7	3	0	0	0	3
8	11	0	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		11	3	1				16
7	24		18		1				43
8	17		19		2		1		39
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	30	0	7	0	4	0	0	0	41
8									0
NYSAA Bilingual Spe Ed	1								1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	12	0	17	0	9	0	0	0	38
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	1								1

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

There are many language groups in our school-wide community. To address their multidimensional needs we have developed a systematic and inclusive approach to instruction. This design will ensure that all LEP/ELL students can excel regardless of their varying points of entry. Our instructional format is predicated on the premise that culture and native language must be valued and respected to ensure that students make a meaningful transition from the native culture and language to that of the target.

An instructional program of value must include mechanisms to outreach to parents to enable them to participate in the academic program. This must include a home/school communication program that is multilingual and provides opportunities for parents to learn the language of instruction.

Unfortunately, this represents a continual challenge. At this time, we have students whose native languages include: Spanish, Arabic, Bengali, Haitian Creole, Fulani, Twi, Malinke, and Jama.

We are deeply committed to providing all bilingual students with an opportunity to think, listen, learn and act, speak and teach. We will do whatever is necessary to provide all ELLs with an opportunity to lead, inspire and reach fluency and proficiency in the targeted (English) language while supporting their linguistic fluency and native language literacy.

Each student during the early assessment will include Successmaker, Achieve 3000 and the LAB-R. The areas in the NYSELAT that students show the greatest weakness in is the Reading and Writing section. Students score better on the exams given in their native language. We will be continually assessed using a variety of instruments including, Princeton Review and Get Ready for the NYSESLAT. We will also be using SUCCESSMAKER software which is available in both Spanish and English to increase student language and mathematical reasoning proficiency. If funding permits, we will be using ELLIS a computer assisted instructional program that is diagnostic, tailored to meet the specific instructional needs of each students unique learning needs. As students gain proficiency, their linguistic instructional ratios change accordingly. The ultimate goal of moving all students to English proficiency while strengthening and developing their skills in the native language.

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Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		