



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** EBBETS FIELD MIDDLE SCHOOL SCHOOL 352

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K352

PRINCIPAL: MARGIE BAKER      EMAIL: MBAKER6@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Margie Baker	*Principal or Designee	
David Lackwood	*UFT Chapter Leader or Designee	
Lucy-Ann Pierre	*PA/PTA President or Designated Co-President	
Margie Quinoines	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Leilani Mabrey	Member/Teacher	
Daria Paul	Member/Teacher	
	Member/Parent	
Helen Amsterdam	Member/Parent	
Bernadette Sandy	Member/Parent	
Maurina Smith	Member/Parent	
Sharon Adams	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1 (ELA)**

By June 2012, we will improve the performance of all students in NYS ELA assessment, including ELL and SED which will be evidenced by a 2% increase in students scoring at Level 3 & 4.

### **Comprehensive needs assessment**

Students with disability and the ELL population is a challenge as they almost comprise half of our student population;

- 19 percent of our school is comprised of students with individual education plans or IEPs and
- 24 percent of our students are ELL's.
- Based on the data available through the 2010 progress report, 17.1 and 34.5 percent are functioning at level 3 and 4 respectively in ELA and Mathematics. While these numbers are low, it should be noted that there has been significant progress.
- As reflected on our 2009 progress report 11.4% and 27.2% were at level 3 and 4 respectively in ELA and Mathematics.

### **Instructional strategies/activities**

- **Strategies/Activities:** English
- Language Arts is taught daily in 90 minute blocks (whenever possible) focusing on the following: General education student's decoding , comprehension and analytical skills ELL/LEP student's and students with disabilities decoding, comprehension and analytical skills , Economically disadvantaged, and major ethnic /racial groups decoding, comprehension and analytical skills
- Curriculum planning on going CCLS aligned Literacy Curriculum Map as well as the use of standards based rubrics and the Depth of Knowledge model will provide all children sequential and systematic rigorous literacy instruction across the grades.
- , Balanced Literacy / Workshop Model, CCSS aligned unit and lesson planning resulting in Performance Tasks ; technology assisted instruction; pre and post enrichment activities, test sophistication, instruction driven by data (teacher generated assessments),
- 37.5 minutes extended time, Read 180 Program, System 44, Achieve 3000,
- Professional Development 360 (customized pd for teachers, coaches, administration, parents , Inter-class visitations, Professional Libraries, Read Alouds, Unit Studies based on the Social Studies Curriculum.)
- Teachers will receive a minimum of 15 hours of professional development in the workshop model of instruction; addressing students as readers, writers, historians. All classroom teachers must be trained in these strategies to maximize the impact of teaching and learning. We have a lot of work to do to ensure that these students are able to meet and exceed the new common core standards and become college and career ready.
- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students.
- We have a long way to go but celebrate the fact that we have made significant progress. We know and understand that progress with students with disabilities and ELLs has been much slower and will address the needs of these learners through greater differentiation of instruction by utilizing CCLS to surface gaps in instruction, analyzing student work against CCLS aligned rubrics and infusing technology where appropriate.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction

- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction

**Staff:** ELA teachers, Read 180/Small group instruction teachers, Extended Day teachers, Resource Room Teacher, and Literacy Coach

**Steps taken:** Teachers analyze formative and summative assessments including: Assessment Thursday, Achieve 3000, and Read 180 results, Acuity, and state wide exams to determine additional support students will need through-out the year.

**Timeline:** During ELA Class three times a week, Achieve 3000 twice a week, Writing Matters five times a week, small group instruction pull-out four times a week and Read 180 five times a week for all level 1's from September 2011- June 2012.

### **Strategies to increase parental involvement**

In-School parental activities:

- Increased involvement in PTA, Volunteers Training, Joint committees (Team , CEP, and Discipline), Assembly celebration,
- Newsletters and Notices by administration, PTA, Parent Day ,
- Celebrating Events (Students of the month, Arista, Honor Roll, Perfect Attendance), Career Day, Holiday Celebrations (Valentine Day, Character Costume Day, Family Literacy Night, Prom, Thanksgiving Day, etc...),
- Workshops for parents and staff, Regular meetings with executive board and administration,
- Leadership team meetings, Parent/Student Orientation at the beginning of school year.
- The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies.
- We will also partake in the CFY program.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies that will be used to attract highly qualified teachers include:

- school brochures and videos of all the activities that make our school a unique place to work;
- efms352.org,
- high quality and individualized professional development will be provided to such programs as Writing Matters, the Leap program, PD360 and Achieve 3000.
- In addition, the teaching mentoring program will be provided by our school mentors who meet weekly with teachers to provide support in materials and methodology.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like.

**Service and program coordination**

We have 11 students living in temporary housing. The services these students will be provided with are as follow:

- READ 180, Achieve 3000, Writing Matters, Leap, Wilson, Small Group Instruction, Professional Development 360, Laboratory Work, Non-fiction reading, document based question,
- Small and individual counseling, peer-mediation/conflict resolution.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e.,

- Title I, FSF,
- Title IIA,
- Title III, etc.)

which will support the actions/strategies/activities described in this action plan. 10% of the Title I funds for professional development will be allotted to such programs as Writing Matters, the Leap program and Achieve 3000, 1% for Parent Involvement, 5% to insure that all teachers in core subject areas are highly qualified, Title III.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2 (Math)**

- By June 2011 we will increase the number of all students including ELL and SWD, scoring level 2 to 3 and 3 to 4 as measured by NYS Math standardized exams by 2%.

### **Comprehensive needs assessment:**

- NYStart report shows that we did not meet AYP in Math including ELL and SWD
- Students with disability and the ELL population is a challenge: 19 percent of our school is comprised of students with individual education plans or IEPs and 24 percent of our students are ELL's.
- Based on the data available through the 2010 progress report, 34.5 percent are functioning at level 4 in Mathematics.
- As reflected on our 2009 progress report 27.2% were at level 4 Mathematics.

### **Instructional strategies/activities**

#### **Strategies/Activities:**

- We will continue to utilize Impact Mathematics; FAST Math Software, on the school's network.
- Implement initial placement quiz assessments;
- Identify student groupings; maintain and enhance a pull out program for small group instruction.
- In teacher teams analyze the CCLS Performance task bundles, modify and create units of study to support them
- Utilize CCLS aligned math rubrics and Depth Of Knowledge Matrix to maintain rigor in instruction
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction
- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction

**Staff:** : All Math teachers, Small Group Instruction teachers, Extended Day teachers, Resource Room teacher, and the Math Coach

#### **Steps taken:**

- Teachers will analyze the Thursday assessment, Acuity and state test exams to determine what additional supports students will need through-out the year.
- Schedule Math Class five times a week and small group instruction pull-out four times a week
- We know and understand that progress with students with disabilities and ELLs has been much slower and will address the needs of these learners through greater differentiation by utilizing the CCLS to uncover the gaps in student learning
- Increase the number of students taking the Integrated Algebra Regents by 2%.
- Increasing the number of students getting 65 or higher by 2% percent

**Timeline:** During from September 2011- June 2012.

**Strategies to increase parental involvement**

- In-School parental activities: Increased involvement in PTA, Volunteers Training, Joint committees (Team , CEP, and Discipline),
- 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,
- Career Day, Holiday Celebrations (Valentine Day, Character Costume Day, Family Math Night, Prom, Thanksgiving Day, etc...),
- Parent/Student Orientation at the beginning of school year.
- The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies.
- We will also partake in the CFY program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies that will be used to attract highly qualified teachers are ;

- school brochures and videos of all the activities that make our school a unique place to work and EFMS352.org.
- Professional development will be provided to such programs as Fast Math and PD 360.
- The teaching mentoring program will be provided by our school mentor. He will meet with teachers weekly to provide them with various strategies for teaching.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

**Service and program coordination**

We have 11 students living in temporary housing. The services these students will be provided with are as follow: Small Group Instruction, Fast Math, Professional Development 360, Laboratory Work, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e.,

- Title I,
- FSF,
- Title IIA,
- Title III, etc.)

Which will support the actions/strategies/activities described in this action plan.10% of the Title I funds for professional development will be allotted to such programs as Fast Math, 1% for Parent Involvement, 5% to insure that all teachers in core subject areas are highly qualified.

### **ANNUAL GOAL #3 AND ACTION PLAN**

#### **Annual Goal #3 (Science)**

- By June 2012, we will increase the number of level three's and four's on the NYS Science test including the ELL/LEP students by 2%.

#### **Comprehensive needs assessment**

- **School Accountability Summary indicates that we did not meet AYP in this area.**

#### **Instructional strategies/activities**

##### **Strategies/Activities:**

- All of our tactile learners will be engaged in performing science investigations and expeditions in the science lab.
- UDL strategies will be infused into the curriculum so as to create multiple entry points for SWD and ELLs.
- 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 SECME, 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.

**Staff:** Science teachers, Small group instruction Teachers, Resource Room Teachers, and Math Coach

##### **Steps taken:**

- Teachers will analyze the Thursday assessments to determine additional support students will need through-out the year.
- 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

**Timeline:** During Science Class five times a week, small group instruction pull-out four times a week from September 2011- June 2012.

**Strategies to increase parental involvement**

In-School parental activities: Increased involvement in PTA, Volunteers Training, Joint committees (Team , CEP, and Discipline), 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, Career Day, Holiday Celebrations (Valentine Day, Character Costume Day, Family Science Night, Prom, Thanksgiving Day, etc...), Parent/Student Orientation at the beginning of school year. The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies. We will also partake in the CFY program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies that will be used to attract highly qualified teachers are ;

- school brochures and videos of all the activities that make our school a unique place to work.
- Professional development will be provided.
- The teaching mentoring program will be provided by our school mentor. He will meet with teachers weekly to provide them with various strategies for teaching.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

**Service and program coordination**

We have 11 students living in temporary housing. The services these students will be provided with Small Group Instruction. Professional Development 360, Urban Advantage, Laboratory Work, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e.,

- Title I,
- FSF,
- Title IIA,
- Title III, etc.)

Which will support the actions/strategies/activities described in this action plan.10% of the Title I funds for professional development will be allotted to such programs as Writing Matters, the Leap program and Achieve 3000, 1% for Parent Involvement, 5% to insure that all teachers in core subject areas are highly qualified.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4 (Social Studies)**

By June 2012, there will be a 10 % increase in the level of student performance in Social Studies across all the grades as indicated by successfully completing and passing SS Exit Projects.

### **Comprehensive needs assessment**

- 19 percent of our school is comprised of students with individual education plans or IEPs and 24 percent of our students are ELL's. We have a lot of work to do to ensure that these students are able to meet and exceed the new common core standards and become college and career ready.
- Based on the data available through the 2010 progress report, 17.1 and 34.5 percent are functioning at level 3 and 4 respectively in ELA.
- As reflected on our 2009 progress report 11.4% at level 3 in ELA.
- NYC DOE Instructional Goal to utilize the CCLS and expose students to 50% more nonfiction text infused in the curriculum as vehicle for College and Career Readiness

### **Instructional strategies/activities**

#### **Strategies/Activities:**

- To familiarize the staff with the core curriculum in Social Studies and align with expectations of CCLS in ELA
- Create Standard based Social Studies and CCLS aligned units of study applying UDL and DOK strategies to ensure success for all students
- 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.

**Staff:** Social Studies teachers, Small group instruction Teachers, Resource Room Teachers, and Literacy Coach

#### **Steps taken:**

- Teachers will analyze the Thursday assessments, to determine additional support students will need through-out the year.
- Scheduling Social Studies Class three-four times a week, small group instruction pull-out four times a week
- Increasing the level of performance in students grades in Social Studies in grades 6-8 by 5%
- 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%.

**Timeline:** from September 2011- June 2012.

**Strategies to increase parental involvement**

In-School parental activities:

- Increased involvement in PTA,
- Volunteers Training,
- Joint committees (Team , CEP, and Discipline),
- 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,
- Career Day, Holiday Celebrations (Valentine Day, Character Costume Day, Family Night, Prom, Thanksgiving Day, etc...),
- Parent/Student Orientation at the beginning of school year.
- The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies.
- We will also partake in the CFY program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies that will be used to attract highly qualified teachers are;

- school brochures and videos of all the activities that make our school a unique place to work.
- Professional development will be provided.
- The teaching mentoring program will be provided by our school mentor. He will meet with teachers weekly to provide them with various strategies for teaching.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like
- 

**Service and program coordination**

We have 12 students living in temporary housing. The services these students will be provided Small Group Instruction, Fast Math, Professional Development 360, Laboratory Work, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.10% of the Title I funds for professional development will be allotted to such programs as Writing Matters, the Leap program and Achieve 3000, 1% for Parent Involvement, 5% to insure that all teachers in core subject areas are highly qualified.

## ANNUAL GOAL # 5 AND ACTION PLAN

### **Annual Goal #5 (The Arts)**

By June 2012, there will be a 10% increase in the number of students participating in the arts as evidenced by class schedules and attendance sheets.

### **Comprehensive needs assessment**

- 19 percent of our school is comprised of students with individual education plans or IEPs and 24 percent of our students are ELL's.
- We have a lot of work to do to ensure that these students are able to meet and exceed the new common core standards and become college and career ready.
- Teacher Survey indicates that our students become better motivated through arts programs where they are able to excel using the Visual and Performing Arts as an international language that has no barriers.

### **Instructional strategies/activities**

#### **Strategies/Activities:**

We must implement "best practices" philosophy in the arts. For example;

- dancers will research various styles and choreographer's techniques and strategies, write and develop their performances 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. Music is the international language of instruction!
- The Visual Arts will tie their curriculum into the Social Studies curriculum to create a multi-disciplinary approach to products of various civilizations and a multidimensional understanding of the arts.
- Parents will share in the arts through our celebrations, presentations and showcasing of student work products.

**Staff:** Elective teacher (media, music, visual arts, and dance), Teachers, and Coach

**Steps taken:** Teachers will analyze the Thursday assessments, to determine additional support students will need through-out the year.

- Increase students visual hands-on experiences in several genres including painting, drawing, and sculpting, by 10%
- Increase students participation in the arts genres like composing, playing, writing, music, drama and dance by 10%
- All students will experience the arts for a minimum of 90 minutes per week

**Timeline:** from September 2011- June 2012.

### **Strategies to increase parental involvement**

In-School parental activities to Increase involvement in PTA,

- Volunteers Training,
- Joint committees (Team , CEP, and Discipline),

- Assembly celebration, Holiday Celebrations (Valentine Day, Character Costume Day,
- 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, Career Day, Family Night, Prom, Thanksgiving Day, etc...),
- Parent/Student Orientation at the beginning of school year.
- The parent coordinator has set up a series of workshop teaching parents how to help their child with homework and learn computer strategies.
- We will also partake in the CFY program.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The strategies that will be used to attract highly qualified teachers are;

- school brochures and videos of all the activities that make our school a unique place to work.
- Professional development will be provided.
- The teaching mentoring program will be provided by our school mentor. He will meet with teachers weekly to provide them with various strategies for teaching.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

### **Service and program coordination**

We have 11 students living in temporary housing. The services these students will be provided Small Group Instruction, Fast Math, Professional Development 360, Laboratory Work, Non-fiction reading, document based question, Small and individual counseling, peer-mediation/conflict resolution.

### **Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e.,

- Title I,
- FSF,
- Title IIA,
- Title III, etc.)

Which will support the actions/strategies/activities described in this action plan.10% of the Title I funds for professional development will be allotted to such programs as Writing Matters, the Leap program and Achieve 3000, 1% for Parent Involvement, 5% to insure that all teachers in core subject areas are highly qualified

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	72	58	40	10	18	3	3	19
<b>7</b>	72	74	27	36	12	2	4	17
<b>8</b>	101	75	42	35	15	0	2	18
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Non Fiction reading, READ 180, Achieve 3000, Small Group Instruction.</b> 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	<b>Fasttt Math, Small Group Instruction</b> 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	<b>Laboratory Work, Small Group Instruction.</b> These services are offered Monday through Friday during the regular school day as well as Tuesday, Wednesday and Thursday during after school.
Social Studies	<b>Small Group Instruction, Non-fiction reading, document based question</b> These services are offered Monday through Friday during the regular school day as well as Tuesday, Wednesday and Thursday during after school.
At-risk Services provided by the Guidance Counselor	<b>Small and individual counseling, peer-mediation/conflict resolution.</b> These services are offered Monday through Friday during extended and the regular school day.
At-risk Services provided by the School Psychologist	<b>Small group and individual counseling.</b> These services are offered Monday through Friday during extended and the regular school day.
At-risk Services provided by the Social Worker	<b>Small group and individual counseling</b> 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.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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



## **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*

## **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



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

**Family School Compact**

Attached herewith

**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** \_\_\_\_\_

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 17K352 **School Name:** Ebbets Field Middle School 352

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Ebbets Field Middle School was identified for failure to meet AYP for Students with Disabilities in ELA and Mathematics. The school underwent a Joint Intervention Team visit on January 12 and 13; however, the findings of that report are not available for consideration and review.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will use the 20K in SINI funds to support achievement in ELA as follows:

- Hire an outside consultant, with expertise in SWD, to provide professional development in the area of English language arts with an emphasis on the common core and its infusion throughout all areas of curriculum.
- Develop, strengthen and modify curriculum that meets the needs of students with disabilities in all curriculum areas with an emphasis on literacy in all content areas.

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The professional development funds were used to offset the salary of an assistant principal who provides ongoing professional development, curriculum supervision and teacher mentoring.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each assistant principal will meet weekly with ELA, ESL and special education teachers to assist in planning all English language arts and Social Studies lessons. They will also assist in selecting materials that are aligned to the common core and increase text complexity and rigor. This work will be augmented by weekly mentoring, co-teaching and support activities provided by the literacy coach.

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.

Ebbets Field Middle School will inform our parent community of our status under differentiated accountability. For the 2011-12 year, our designation is Restructuring Year 1 for ELA. Parent notification letters will be backpacked home with students no later than January 31. In addition, follow up letters will be made available in English and the languages identified on the home language survey. Providing the languages are Arabic; French; Hatian Creole, and Spanish.

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

### 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	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	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	<b>408</b>	Total Number of ELLs	<b>98</b>	ELLs as Share of Total Student Population (%)	<b>24.02%</b>
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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.
5. 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.)
6. 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 those students who may possibly be ELLs the following steps are included by the professionals of Ebbets Field Middle School 352: for administering the Home Language Identification Survey (HLIS) we held the informal oral interview in English and in the native language followed by the formal initial assessment. Responsible for these processes are Ms. Best, Ms. Blair and if LAB-R is necessary, it is provided by Ms Kopylova-ESL teacher. Once the LAB-R is administered to the children within 10 school days, the parents are notified in writing of their child's placement.

The parents of newly admitted potential ELLs are notified in the appropriate language to attend a Parent Orientation. If there is no response we contact Parents by letter, phone call, through teacher or Parent Coordinator contact. Our ELL parents are provided with translated meeting agendas and handouts. At the Parent Orientation, parents are shown the Program Orientation DVD with the appropriate interpretation into their native language.

Parents sign the Parent Survey & Program Selection Form in accordance with their selection. The program modals offered at our school are aligned with parents' requests and specifications of the curriculum

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	7	24					31
<b>Push-In</b>							16	36	15					67
<b>Total</b>	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
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Albanian														0
Other							1	6	7					14
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>44</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>98</b>

## 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 and an ESL pull-out. The class is taught by a teacher who has taught ESL students for over 30 years. She teaches Humanities (Social Studies and ELA) related courses and they go to licience science and math teachers.. A license science teacher provides the class with the science based courses.

This class is designed as a bridge. Each student receives individualized instruction designed to meet his/her unique linguistic needs. Students are grouped heterogeniously 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.

For example, students whose LAB-R (identification instrument) or NYSESLAT exam have designated them as beginners receive 60 percent of instruction in their native language and 40 percent in the target language (English) while those who deemed to function at intermediate level receive 50 percent of their instruction in English and 50 percent in Spanish and finally those students deemed to be proficient receive instruction in English 70 percent of the time and instruction in Spanish for the remaining 30 percent.

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 students 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. Our goal is that of additive bilingualism and we will strive to ensure that our academic program enriches our students' cultures and native languages. 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. Students who are in bilingual and/ESL 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 who is second language learner and has been 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

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
100%	Dual Language
75%	
50%	
25%	
100%	Freestanding ESL
75%	

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.

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 for ESL instruction. One ESL teacher will be use the Writing Matters Writing techniques with students to help develop their writing skills.

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.

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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

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

**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.

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

**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.

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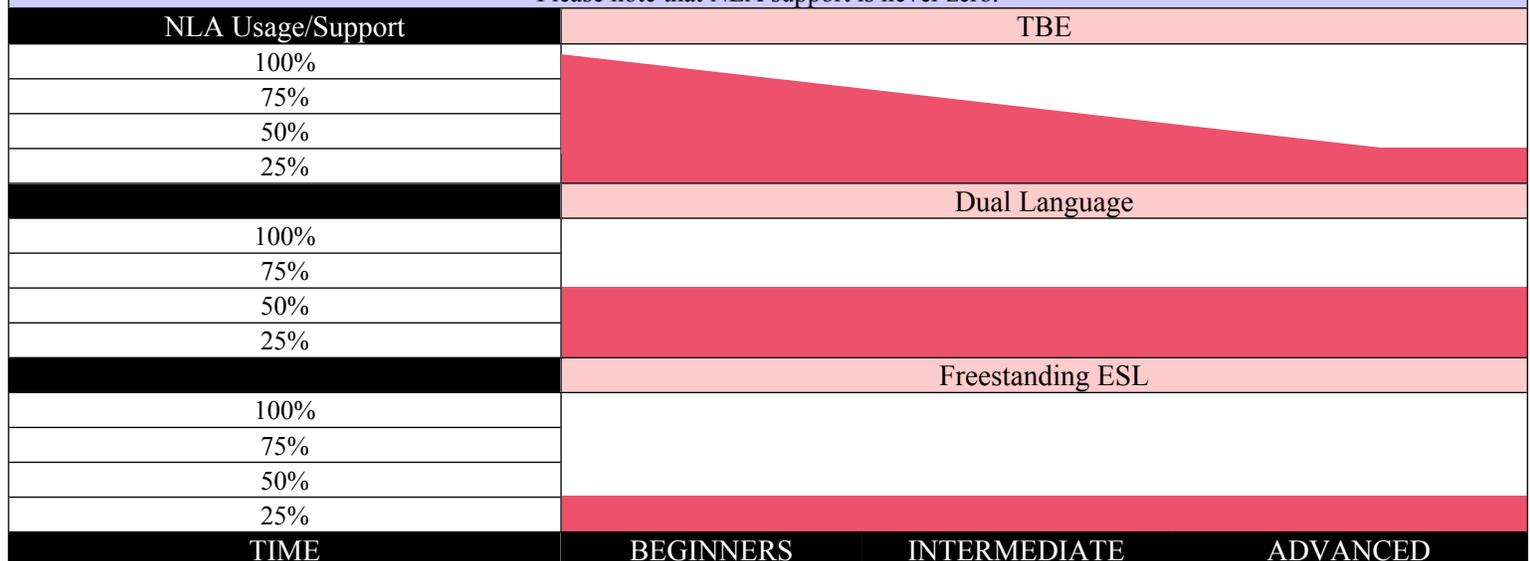
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Parents of ELL students met in groups to address their concerns and to update them on their children's 2<sup>nd</sup> language acquisition. Parents are given folders with information on the school's plan of instructions for their newly enrolled children 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.

### Native Language Arts and Native Language Support

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## **B. Programming and Scheduling Information--Continued**

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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.

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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. Programming and Scheduling Information--Continued

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## 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.

## 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.

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Parents of ELL students met in groups to address their concerns and to update them on their children's 2<sup>nd</sup> 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				

	<b>P</b>							0	4	7				
READING/ WRITING	<b>B</b>							4	6	16				
	<b>I</b>							6	21	14				
	<b>A</b>							5	11	9				
	<b>P</b>							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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?

## 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		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 17K352      **School Name:** Ebbets Field Middle School

**Cluster:** 6      **Network:** 602

**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**

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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.

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 native language, and an informal oral interview is conducted in the English language with an interpreter when needed by a certified ESL teacher, Galina Kopylova. This survey is used to identify the home language of the students. If another language besides English is spoken in the home they qualify for training on ESL services. Then the ESL teacher introduce the video in the native language of a newcomer. It gives a fair understanding of the choices in teaching English in New York City public schools. This way we ensure that parents understand all three program choices(Transitional Bilingual,Dual Language,Freestanding ESL). After watching the video parents are asked to fill out Program Selection forms,which the parents do and return the forms immediately.If the parents 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 has the program of choice. Our ELL parents are provided with translators for meetings, agendas and handouts. If the child has just come from another country and never studied in American system of education before and another language other than English is spoken in the home then the LAB-R is administered by ESL certified teacher(G.Kopylova). Once the LAB-R is administered within 10 school days and the results show that the child is eligible for ELLs services , they start getting the ESL service either in self-contained class or push-ins and pull-outs. On this stage the intitlement letter is given to the parents to sign where it is explained 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 and as a result our program model is always aligned with parent requests. The parents of the child who is already in the program are asked to sign a letter where in accordance with the results of NYSESLAT the child either remains in the program and continues to be serviced or gets out of the program if he reached proficiency. So,the NYSESLAT determines the ELLs progress for reaching proficiency and service extension. 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. New students' parents sign the letter of intitlement into freestanding ESL,which is our school's choice. Even though the parents were given the option to transfer their child to the variety of program they decided to remain in the school. This school offers the program(freestanding ESL) that about 90% of the parents select.

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 (62), Haitian Creole (28), Fulani (26), French (31), Arabic (10), Bengali (4), Twi (1), 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, common preps, team planning, inquiry team, and ARIS space.

## **Part B: Strategies and Activities**

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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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ebbets Field Middle School	DBN: 17k352
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 84
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds are being used to provide supplemental language instruction and support to our Beginning, Intermediate, and Advanced English proficiency level ELL students in grades 6-8 . We serve a total of 84 English Language Learners; 20 Beginning, 32, Intermediate, and 32 Advanced English proficiency. After analyzing student data from the LAB-R and NYSESLAT assessments as well as the English Language Arts standardized test results, it has been determined that many of our ELL students need additional support in the four modalities of reading, writing, listening, and speaking in order to meet the requirements of standardized tests and career and college readiness.

Our Ebbets Field Middle School ELL Saturday Academy will provide support with intensive literacy instruction that is embedded within the context and content of non-fiction science and social studies texts. The instructional focus is on improving the English proficiency and academic achievement of limited English proficient students at our school. The priority in using the Title III funds is to improve teaching and learning in the core subject areas of English Language Arts, Science and Social Studies.

We will utilize the Coach ELA and Math Test Prep to immerse ELL students in disciplinary reading, writing, listening and speaking. Our students will increase English proficiency through immersion in shared reading texts, guided reading books, and independent reading.

Instruction during the ELL Saturday Academy will take place from 10:00AM to 1:00PM. The ELL Academy will run for 19 weeks in three-hour sessions from January 2012 to June 2012. There will be one certified ESL teacher.

Instruction will be in English and include curriculum lessons that engage literacy and math. It is intended for the ELL Saturday Academy to increase English proficiency in the four modalities of reading comprehension, writing coherency, listening, and speaking.

### Part C: Professional Development

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

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

Begin description here: At Ebbets Field Middle School 352 the ESL teacher designated to the Saturday Academy conduct test prep strategies for all ELL students. Teacher receive professional development in

### Part C: Professional Development

learning activities, suggestions, techniques, and strategies to improve the performance of the ELL students.

For the Title III program, the Saturday ELL Academy teacher will initially receive 3 hours of professional development in test prep strategies for ELL's with the Coach Test Prep materials.

Professional Development for ELL Saturday Academy Teacher will conduct.

January: Planning of lessons for ELL Saturday Academy.

February: Professional development in the Coach Test Prep resource will be offered to classroom teachers with ELLs in their classroom.

The professional development is intended to deepen teacher knowledge in ESL methodologies and content area curriculum and skills.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

Each Parent will be invited in for an orientation of what will be provided to all ESL students during the Ebbets Field Middle School Saturday Academy to encourage parent involvement. All parents are invited to participate in the PTA. Parents are always welcome at our school.

During the first week of school and throughout the school year for new admits, parents are surveyed for their translation and interpretation needs. Communication with parents is based on response to the survey. Our staff who are fluent in native languages spoken by our parents assist with verbal and written translations when needed. If necessary, the phone translation services provided by the DOE translation unit is utilized.

Throughout the year, our parent coordinator will offer workshops that invite parents of ESL students to participate. Every effort is made to provide translation services at the parent meetings. Our workshops for parents often take place during school, after school and sometimes on Saturdays. Refreshments are provided. Those on our staff who are proficient in languages other than English are available to translate for parents who are not English proficient. We have staff fluent in Spanish and Haitian Creole. The notices sent home are sent to parents with translations as needed.

Title III Parent Involvement encouraged to learn together with their children through participation in an

**Part D: Parental Engagement Activities**

ELL Saturday Academy. They will also have an opportunity to walk through an actual ELA and Math exam.

**Part E: Budget**

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,180.00  (50% of \$12,360.00)	Program  Friday  1 Supervisor x 3 day = 9 hrs (3 weeks) = 9 hrs x \$43.93= \$395.37  1 Teachers x 3 days = 9 hrs x (3 weeks) = 9 hrs x \$49.89=\$449.01  Saturdays  1 Supervisor x 19 days x 3 hrs (19weeks)= 57 hrs x \$43.93 = \$2,504.01  1 Teachers x 19 days x 3 hrs (19 weeks) = 57 hrs x \$49.89 = \$2,843.73
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$1,236.00  (10% of \$12,360.00)	Writing Matters Professional Development  7 weeks sessions all day training  Weekly in class sessions for 22 weeks@ \$1,236.00

**Part E: Budget**

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p style="text-align: center;">\$3,708.00 (30% of \$12,360.00)</p>	<p>Supplementary Materials from Great Source:</p> <p>Coach ELA Test Prep: Grade 6 – 50 x \$9.95 = \$ 497.00</p> <p style="text-align: right;">Grade 7 - 50 x \$9.95 = \$ 497.00</p> <p style="text-align: right;">Grade 8 - 50 x \$9.95 = \$ 497.00</p> <p>Total \$ 1,492.50</p> <p>Coach Math Test Prep: Grade 6- 50 x \$9.95 = \$ 497.00</p> <p style="text-align: right;">Grade 7 - 50 x \$9.95 = \$ 497.00</p> <p style="text-align: right;">Grade 8 - 50 x \$9.95 = \$ 497.00</p> <p>Total \$ 1,492.50</p> <p>Chart paper, markers, folders, post-it, pen, and pencils Total \$ 710.28</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>	<p>\$180.00</p> <p style="text-align: center;">\$400.00</p>	<p>Metro cards for parents \$180.00</p> <p>Refreshments for parents \$400.00</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$656.00 (10% of \$1,236.00)	Prize for the parents-Electronic translation dictionaries  21 each @ \$30= \$656.00
Other		
<b>TOTAL</b>	<b>\$12,360.00</b>	