



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: EBBETS FIELD MIDDLE SCHOOL 352

DBN (i.e. 01M001): 17K352

Principal: MARGIE BAKER

Principal Email: MBAKER6@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Margaret M. Baker (Margie)	*Principal or Designee	
David Lackwood	*UFT Chapter Leader or Designee	
Sheila Coleman	*PA/PTA President or Designated Co-President	
Margarita Quinones	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daria Paul	Member/ Teacher	
Nigel Henry	Member/ Teacher	
Jacqueline Mock	Member/ Parent	
Shafika McClean	Member/ Parent	
Grace Gadidan	Member/ Parent	
Melinda Fenandez	Member/ Parentx	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 17K352

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	298	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		89.6%	% Attendance Rate		89.8%
% Free Lunch		94.7%	% Reduced Lunch		3.1%
% Limited English Proficient		18.5%	% Students with Disabilities		23.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.3%	% Black or African American		75.9%
% Hispanic or Latino		18.8%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White		3.1%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		7.34	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		7.6%
% Teaching with Fewer Than 3 Years of Experience		N/A	Average Teacher Absences		9.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		4.9%	Mathematics Performance at levels 3 & 4		2.9%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		43.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		No
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		No	Limited English Proficient		Yes
Economically Disadvantaged		No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		No
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		No	Limited English Proficient		Yes
Economically Disadvantaged		No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		No
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		No
Economically Disadvantaged		No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our plan clearly delineated a course of action that was direct and able to improve student achievement and strengthen teaching and learning. I set specific and measurable goals for student achievement which were met.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our plan might have been improved through including detailed professional development schedules and inquiry work that would lead to the creation of a menu of instructional strategies and methodologies that have been proven effective with specific populations. Additionally, if funding had permitted, a dedicated READ 180 Room would have greatly increased the effectiveness of the plan.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The changes in the common core presented challenges in implementing increased student achievement, which is the overall goal of the plan. Again, the financial constraints did not allow us to provide the level of service truly necessary to move achievement to the level necessary. The most pressing challenge we face is declining enrollment and a shrinking budget. We have faced serious funding challenges based on our budget remaining flat while our expenses have increased dramatically. For example, our average teacher salary has increased 3500 per annum, per capita, over the last fiscal year. This has created unprecedented fiscal hardship that has impacted our ability to provide after and before school instructional opportunities, academic intervention services and enrichment programs.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
I believe we were definitely successful in implementing our 2012-13 SCEP. We committed to increasing the percentage of students performing at level 3 in Science to 40 percent from 29 percent and were successful in reaching 43 percent. We had 20.8 percent of our graduating students leave with high school credit, compared to 16.4 during 2011-12. 95 percent of student who took the Integrated Algebra Regent passed and 100 percent of our students taking the Living Environment Regent passed. In addition, our school survey score improved by approximately 58 percent. Even more promising are the numbers pertaining to students at the 75 th growth percentile or higher. In examining our subgroups, we find some very interesting data. In 2012, the percent of students at the 75 th growth percentile or higher in ELA by subgroup was ELLs 32.5, lowest third 38.4, Self-Contained 39.1 and Black and Hispanic Males Lowest third 40.8 compared to 2013 were ELLs 42.2, lowest third, 50.6, Self-Contained 75.4 and Black and Hispanic Males 51.8. With an overall average gain of approximately 11 percent—the stand out being in self-contained where we had an increase of 36 percent in ELA. In Mathematics the numbers showed marginal gains of approximately 2 percent with the stand out being special education where we had a gain of approximately 35 percent. We would have liked to have more money for services like IXL and Read 180; however, funding did not permit.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
While we did attain our CEP goals. The attainment did not leverage student achievement goals that we projected at a gain of 10 percent in ELA or Mathematics as measured by the state exams. However, we did reach that goal in Science within which we moved from 29 to 43 percent, marking a 14 percent increase. We also had 100 percent pass rate on the Living Environment Regent and a 95 percent pass rate in Integrated Algebra up from 76.9 and 52.4 respectively. Furthermore, Acuity data indicated that we did show significant progress. We believe, however, the test changed so dramatically that it is impossible to determine what exactly would constitute 10 percent gain. Additionally, it is worth noting that we made significant progress with special populations. We believe that we would have made more significant gains if our budget would have supported sustained after school, targeted and immediate interventions like Read 180 and IXL, et. al. The activities did receive the funding necessary to the extent that the budget could support.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Once again, we find our budget to be somewhat limiting. We do not have funding to support any out of classroom personnel to assist with coaching, targeted and specific AIS, and sustained extended day interventions. We will be using the 70+K from focus money to develop a comprehensive after school program targeting comprehension and critical thinking skills.			

List the 13-14 student academic achievement targets for the identified sub-groups.

Our 13-14 Student Academic Achievement targets are as follows:

We are projecting 10 percent gain in level three and four in ELA and Mathematics for each of our subgroups

ELLs from 2.6 to 12.6 percent

SWD from 0 to 10 percent

Additionally, we are projecting a 10 percent increase in students in the 75 growth percentile from each of these populations which will take us from:

	English	Mathematics
ELLs	42.2 to 52.2	26.9 to 36.9
Lowest 1/3	50.6 to 60.6	39.6 to 49.6
Self Contained/ICT/SETTS	75.4 to 85.4	60.9 to 70.9
BI and Hisp Males Lowest 1/3	51.8 to 61.8	45.7 to 55.7

Describe how the school leader(s) will communicate with school staff and the community.

The school leader will communicate with the school and community through a variety of conduits which include but are not limited to:

- Weekly email blasts to all staff members
- Bimonthly school newsletters
- Monthly calendars
- Student Progress Reports
- School website.

Describe your theory of action at the core of your school's SCEP.

Our theory of action simply stated is implementing best practices in all areas throughout the school will result in increased student achievement. For example, if we increase the frequency of observation and use recommendations to influence professional development that is evidenced in the classroom, instruction will improve. If instruction improves student achievement will increase. If we use data in a real and purposeful manor to plan targeted instruction and address student deficits in the immediacy, student achievement will improve. If we use research based modifications to differentiate for the individual needs of our students, achievement of students within the subgroups will improve. If we use a research-based program designed to improve school culture, continue to implement counseling programs like Overcoming Obstacles and Sixth Grade life skills (Yeshiva University), we will improve school culture, student achievement and work environment; if we develop a comprehensive parent education program, parents will be empowered to make educated decisions and ensure an increase in student achievement; if we continue to communicate achievement trends, difficulties and plans, all stakeholders will be invested in student growth and achievement.

Describe the strategy for executing your theory of action in your school's SCEP.

Our strategy for execution is to set clear and time bound benchmarks and monitor them. We will assign each member of the SLT to monitor one goal and assist in its respective implementation. Our progress in meeting each goal will be shared school-wide.

List the key elements and other unique characteristics of your school's SCEP.

Our SCEP focuses on specific SOPs that have been identified as weak. While we seek to improve our school culture, teacher and leader effectiveness and student achievement, we are building on strength model and we are focused on a research-based delivery models that have proven records of accomplishment for success.

- ELA will be taught in 90-minute blocks whenever possible four days a week for a minimum of 360 minutes. We will emphasize increased text complexity, writing in a variety of genres, higher order thinking skills, inferencing and drawing conclusions; completion of common core tasks. Highly qualified teachers will use these strategies with all students including special education and students with disabilities. Additionally, targeted strategies (rhymes, rebus, listening centers, vocabulary drill and graphic organizers) will be used for special education and English language learners to ensure their progress and development. All classes will include differentiated learning, thinking and discussion and talk will be student dominated.
- Over the summer, we will work with Network specialists to revise our ELA curriculum and differentiate for grade and special classes including: high performing students, English language learners, and students with disabilities. We will shift our paradigm and ensure that Curriculum is viewed as a living document that will be modified to ensure our movement toward realizing CCLS. All curriculum Maps will be aligned and modified to include extensions for special education and English language learners. Rubrics will be student generated and used for all classroom activities.
- Teachers will use Webbs Depth of Knowledge as a model so that all students, including students with disabilities and English language learners will have multiple ways of accessing the curriculum to be prepared for college and career.

- Each class will use balanced literacy CCSS aligned Performance Tasks ; technology assisted instruction; pre and post enrichment activities, test sophistication, instruction driven by data (teacher generated assessments),
- We will personalize and augment classroom instruction through 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 increasing rigor; developing students as readers, historians, researchers, and scientists.
- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students. Curriculum will contain extensions for English language learners and students with disabilities.
- ELA will feature differentiated instruction for ELLs utilizing Translanguaging.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

School leadership has conveyed the vision for the school, teacher and leader effectiveness, parent involvement and student achievement at the beginning of the year. Professional development, parent education and rigorous instruction will take place throughout the year. The SLT will set benchmarks for each goal and will be assigned to monitor progress and collect data assessing its effectiveness on student achievement. These artifacts and benchmark data will be collected quarterly and made public to the staff and parents via email, PTA Executive Board and Faculty Conference. All education programming will be informed by data gleaned from formal and informal observations, student work products and teacher artifacts. All adult education efforts will emphasize research based practices that focus on the lowest performing 1/3, ELL's and SWD's and will be centered on the work of Webb, Danielson, Bloom and Tomlinson. The network will provide ongoing support in collecting data and making quarterly adjustments so that plan can be fully realized.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Promote increased delivery of rigorous and engaging academic tasks aligned to researched based common teaching framework to improve student achievement.

Review Type:	DQR	Year:	2012-2013	Page Number:	5-6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	2.3 Systems and structures for school development
2.4 School leader's use of resources	x
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By December 2013, school leaders will share a list of findings from formal and informal observations with the instructional team and PTA Executive Board to plan professional development and parent education programs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ **Strategies/activities that encompass the needs of identified subgroups**

1. Learning walks with a lens on ELLs and SWD
2. Focus and emphasis on Translanguaging and UDL
3. Translations and varied lexiles
4. RTI (I-ready and IXL)

▪ **Key personnel and other resources used to implement each strategy/activity**

1. Principal, AP, Parent Coordinator, TIP
2. Administrative Team, Teachers
3. Principal, Teachers
4. Teachers & AIS providers

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. There will be a minimum of ten informals and five formals done per month from October to June
7. The recommendations will demonstrate teacher growth from one month to the next in domains 2 and 3
8. There will be translanguaging and UDL strategies evident in 90 percent of all lessons as measured by lesson plans
9. RTI activities will be ongoing in all ELA and Mathematics classrooms throughout the day as measured by IREADY reports and teacher logs

▪ **Timeline for implementation and completion including start and end dates**

1. Sept – June 2013-2014 Informals observations will begin September and will take place monthly. Trends will be identified and support programs will take place on a monthly basis.
2. Sept – June 2013-2014 Recommendations given to teachers will inform PD; PD will be provided monthly and its effectiveness will be evaluated in upcoming rounds.
3. Sept – June 2013-2014 Quarterly reports will be shared with the staff and parent community.
4. Sept – June ongoing

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The teachers, in concert with the administration, will set achievement goals for all students. These goals will be individualized based on each student's current level of performance and benchmarked so that they can be monitored and adjusted. These reports will be measured by a uniform and grade specific rubric; All students will increase their academic performance in specified classes by ten percent as measured by the unified grading policy; all students will increase their level of academic performance by a minimum of 30 scale points on summative assessments and show steady progress on Acuity and Departmental assessments. Students who do not meet these benchmarks will be counseled; placed in AIS; discussed at Departmental teams and the SST. School leadership (specifically the content specific Assistant Principal) will monitor each teacher's performance.

- Following each professional development session, the administrative team and teachers will engage in a cycle of learning walks. We will seek to see how the adult learning is being integrated into the classroom. Teachers who exhibit exemplary practice will be asked to conduct model lessons and those struggling will be sent to observe their colleagues in practice. This rotation will be arranged by school leadership (APs and Principal) and will be monitored by the Instructional Team. All assessments that are used in the classroom will be decided by teachers, in conjunction with school leadership, at Departmental meetings.
- During learning walks and professional development, the vision will be discussed and our progress toward meeting these goals will be measured quarterly. This will be accomplished through analyzing formal observation data, formal assessment data and summative assessment data (these metrics will include student works, rubrics, Acuity and classroom assessments). Through this analysis, our vision, "At Ebbets Field Middle School, Everyone is a Teacher and Everyone is a Learner," will be quantified and measured.
- Two AIS teachers will push in or pull small groups out daily through- out the year

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Promote increased delivery of rigorous and engaging academic tasks aligned to researched based common teaching framework to improve student achievement.

Review Type:	DQR	Year:	2012	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By January 2014, we will examine the results from the November School Net Assessment and plan targeted instruction and interventions to meet student needs, especially students with disabilities, students in the lowest third and English language learners, progress will be measured by a uniform and grade specific rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Differentiated tasks and UDL materials for SWDs, ELLs and students in the lowest third (3.5) will be enhanced by setting achievement goals for all students. These goals will be individualized based on each student's current level of performance and benchmarked so that they can be monitored and adjusted.
- Teacher Inquiry teams including ICT teachers will increase focus on Translanguaging and UDL and Webbs DOK (3.5) by developing and integrating various instructional strategies that allow for multiple points of entry for all students including struggling students and subgroups to achieve their targeted goals. Through co-planning and formative data, teachers decide which approach will be effective in a given lesson.
- Rubrics available for all tasks that are based on student need and growth projections (3.5) Teachers will utilize data from unit assessments and Acuity exams to analyze student's strengths and goals to inform chosen instructional strategies. School leadership will frequently conduct walkthroughs and observations to ensure

spacing of lessons, monitoring the use of common core and/or inquiry based work to promote rigor in instruction.

4. RTI component will be addressed by (I-ready and IXL) (3.5) which will assist with additional individualized targeted reading instruction, and the collection of both formative and summative data which will be utilized to form groups for close reading activities in all content areas.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, APs and ESL and SETTs teachers
2. Teachers, APs and ESL and SETTs teachers
3. Teachers
4. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By December, 2013, APs will analyze data in common planning and help teachers to set individual achievement goals as well as goals for each subgroup;
2. By January 2014, Teachers and APs will develop a system for benchmarking individual progress of all students;
3. With each unit, teachers will design task specific rubrics and anchor papers to assist students with understanding next steps that are actionable and clearly delineated
4. By December, teachers will use data to determine a plan for RTI including guidance, I-ready and actionable next steps for all students at risk.

D. Timeline for implementation and completion including start and end dates

1. These activities will begin with the results of the first exam and be ongoing throughout the year. Student progress will be benchmarked with each marking period 11/2013, 2/2014, 4/2014, and 6/2014
2. Goal setting and tracking system will be in place by Department and will be monitored at the conclusion of every marking period. 11/2013, 2/2014, 4/2014, and 6/2014
3. Sept 2013- June 2014 Rubrics and Anchors will be developed with each task and will follow the pacing calendar for each Department.
4. Sept 2013-June 2014 RTI goals will be determined for each struggling student and will be monitored monthly by classroom teachers, APs and Guidance Counselor.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The teachers, in concert with the administration, will set achievement goals for all students. These goals will be individualized based on each student's current level of performance and benchmarked so that they can be monitored and adjusted. These reports will be measured by a uniform and grade specific rubric; All students will increase their academic performance in specified classes by ten percent as measured by the unified grading policy; all students will increase their level of academic performance by a minimum of 30 scale points on summative assessments and show steady progress on Acuity and Departmental assessments. Students who do not meet these benchmarks will be counseled; placed in AIS; discussed at Departmental teams and the SST. School leadership (specifically the content specific Assistant Principal) will monitor each teacher's performance.
2. Teachers will use common planning time effectively to develop and integrate various instructional strategies that allow for multiple points of entry for all students including struggling students and subgroups to achieve their targeted goals. Teachers teaching in ICT settings will execute more than one approach to co-teaching at least twice a week. Through co-planning and formative data, teachers decide which approach will be effective in a given lesson.
3. Using the appropriate approach is essential to improving the educational outcomes of students through the selected co-teaching approach. Teachers will utilize data from unit assessments and Acuity exams to analyze student's strengths and goals to inform chosen instructional strategies. School leadership will frequently conduct walkthroughs and observations to ensure pacing of lessons monitor the use of common core and/or inquiry based work to promote student engagement and ensure critical thinking skills.
4. Two AIS teachers ongoing throughout the 2013-2014 instructional year

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	X	Title IA	Title IIA	x	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	x	PF CTE	PF College & Career Readiness	x	PF Common Core
x	PF ELT	x	PF Inquiry Teams	X	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	x	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Promote increased delivery of rigorous and engaging academic tasks aligned to researched based common teaching framework to improve student achievement. And the QR 2011-2012; Currently there are no established systems for daily record keeping such as conference notes, strategy checklists, exit slips, or student self-assessment practices...as a result, specific information that informs day-to day teaching is not routinely captured. Or –Infrequent data checks on all groups of student create a lag in adjustments to instructional practices. Therefore, the delivery of tailored lessons is slowed affecting adequate achievement and progress for students within all subgroups			
Review Type:	DQR	Year:	2012-2013
		Page Number:	5-6
		HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By December 2013 teachers will use the UDL and translanguaging framework to assist in planning lessons and writing curriculum and that will meet the needs of all learners, especially English Language Learners (ELLs), Students with Disabilities (SWD) and Students in the lowest third in the classroom as evidenced in short rounds of observation .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- In all Departments teachers will work together to design lesson plans and units that implement UDL and Webbs Depth of Knowledge and Translanguaging techniques informed by assessments. (4.2 and 4.5)
 - The teachers, in concert with the administration, will set standards for differentiation in all units of studies.
 - Each unit will be individualized based on student needs, current level of performance and readiness; APs will assess each teacher’s ability to adapt curriculum to meet the individual needs of each learner utilizing Danielson framework.
 - All lesson plans will contain special extensions for SWDs and ELLs as well as tiered activities related to informal assessments and teacher conference notes.(4.2 and 4.5)
 - All unit plans will have assessment variations that speak directly to the needs of SWDs and ELLs. Teachers will utilize data from unit assessments, the IReady Program, Exit Slips and Acuity exams to analyze student’s strengths and goals to inform chosen instructional strategies (4.2 and 4.5)
- B. Key personnel and other resources used to implement each strategy/activity**
- Principal, APs, Teacher Leaders and Teachers, Network Staff
 - Teachers, APs
 - Principal, Teachers and APs
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Teachers and APs will examine student work products and tasks against the curriculum and teacher lesson plan to see how the adaptations met the needs of each student.
 - APs will collect unit plans and lesson plans and corresponding student work products to assess impact of strategies and inform professional development
 - Principal, APs and teachers will collect formative assessment data on a biweekly basis to assess the growth of students and look for trends across, class, grade, school, subgroup etc.
- D. Timeline for implementation and completion including start and end dates**
- Based on pacing of each unit;
 - Monthly 10/15, 11/15, 12/15, 1/15, 2/15, 3/15, 4/15, 5/15
 - Biweekly: Every other week at common planning; the schedule will vary from Department to Department
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- The teachers, in concert with the administration, will set standards for differentiation in all units of studies. Each unit will be individualized based on student needs, current level of performance and readiness; APs will assess each teacher’s ability to adapt curriculum to meet the individual needs of each learner utilizing Danielson framework. All lesson plans will contain special extensions for SWDs and ELLs as well as tiered activities related to informal assessments and teacher conference notes. (4.2 and 4.5) In addition general supplies will be used to support the implementation of these activities.

- Teachers will use common planning time effectively to develop and integrate various instructional strategies that allow for multiple points of entry for all students including struggling students and subgroups to achieve their targeted goals. Teachers teaching in ICT settings will execute more than one approach to co-teaching at least twice a week. Through co-planning and formative data, teachers decide which approach will be effective in a given lesson.
- Using the appropriate approach is essential to improving the educational outcomes of students through the selected co-teaching approach. Teachers will utilize data from unit assessments, the IReady Program (which was purchased again this year), Exit Slips and Acuity exams to analyze student's strengths and goals to inform chosen instructional strategies. School leadership will frequently conduct walkthroughs and observations to ensure pacing of lessons monitor the use of common core and/or inquiry based work to promote student engagement and ensure critical thinking skills.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS	x	PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).					
Expand processes for maintaining a culture of mutual trust from all constituents for a safe school and nurturing environment to increase level of support resulting in personal and academic development of all students.					
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	7
		HEDI Rating:	NA		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By October 2013, the school will expand upon a school wide behavioral program called Positive Behaviors, Interventions and Support (PBIS) with the intention of increasing positive student behaviors and social interactions school-wide which will be measured by a decrease in ORRS occurrences.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> Implement PBIS school wide. The school will begin actively expanding school partnerships and alliances with Brooklyn Center for Psychotherapy and Brooklyn Marines that can provide more behavioral supports. (5.4) and (5.3) Continue with Overcoming Obstacles Curriculum (5.4 and 5.3) Continue with Yeshiva University Program for grade 6 (5.3) Implement A, B, C Programs (Provide Student Incentives through the tracking of OORS data; occurrence summaries, level of infractions, locations and recidivism, Report Card Pass/Fail Rates; Attendance) (5.3) and (5.5) 	

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Teachers, Guidance Counselors, SAPIS Counselors, APs and Principals Guidance Counselors and Out stationed worker from Brooklyn Psychiatric Services Guidance Counselors and Yeshiva University Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> OORS data; occurrence summaries, level of infractions, locations and recidivism OORS data; occurrence summaries, level of infractions, locations and recidivism, Report Card Pass/Fail Rates; Attendance Data will be examined with a lens on grade 6: ORS data; occurrence summaries, level of infractions, locations and recidivism; Report Card Pass/Fail Rates; Attendance; OORS data; occurrence summaries, level of infractions, locations and recidivism, Report Card Pass/Fail Rates; Attendance
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Sept 2012- June 2014 OORS data will be analyzed on a monthly basis Sept 2012- June 2014 OORS data will be analyzed on a monthly basis Sept 2013- June 2014 OORS data will be analyzed the 30th of every month and report card pass/fail analysis will correspond with the marking periods. Sept 2013- June 2014 OORS data will be analyzed the 30th of every month and report card pass/fail analysis will correspond with the marking periods
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> By September 2013, the school will begin actively expanding school partnerships and alliances that can provide more behavioral supports. One new addition to the school community will be a psychotherapist through Brooklyn Center for Psychotherapy. In addition, we have added the Brooklyn Marines. By October 2013, the school will implement a school-wide behavioral program called Positive Behaviors, Interventions and Support (PBIS) with the intention of increasing positive student behaviors and social interactions school-wide. The program will essentially reward positive behaviors with varying levels of incentives. The program will also detail effective intervention strategies and supports in an effort to decrease unwarranted negative student behaviors. Also our guidance and two teachers received professional development in Overcoming Obstacles (a research based program). By November 2013, school leadership will identify professional development programs that effectively address the topic of student social and emotional growth. These programs will incorporate curriculum activity supplements that emphasize the importance of holistic student well being and the necessity of making positive choices. These programs will also provide specific strategies and supports that teachers can use to promote safe and effective classroom learning environments. These programs will be researched based and include: PBIS, Respect for All and Overcoming Obstacles. By October, 2013, the school will begin implementing the Yeshiva Program Act and Adapt to targeted sixth graders to explicitly teach coping, organization and social skills that are necessary to succeed in middle school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	xx	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
X	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Develop cohesive school wide assessment systems that enable teams of teachers/parents and individual teachers/parents to effectively monitor student progress to support student outcomes

Review Type:	DQR	Year:	2012	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By November 2013, fifty percent of parents who attended Parent Teacher Conferences will have received hands on instruction in using \ to access their children’s assessment, performance and attendance records. By February conferences, anyone we missed will be targeted for additional training and support as evidenced by an increased number of parents accessing/utilizing school/DOE resources.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Parents will be trained in ARIS and Iready
2. School will equip and make available a parent resource room
3. We will increase communication through web presence, calendars and newsletters
4. Parents will be informed of instructional, cultural social trends on a monthly basis.

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator, Computer Teacher, Teachers, and APs
2. Parent Coordinator, Computer Teacher, Teachers, and APs
3. Parent Coordinator, Computer Teacher, Teachers, and APs
4. Parent Coordinator, Computer Teacher, Teachers, and APs

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PC will maintain attendance records for all parents who have been instructed on how to use ARIS to track progress.
2. PC and teachers will maintain monthly news blasts and calendars
3. Teachers will maintain logs of all feedback given to students via programs and share with parents
4. Increased number of parents accessing the school during the day.

D. Timeline for implementation and completion including start and end dates

1. November 2013 and February 2014
2. The 5 of every month from September 2013 to June 2014
3. Ongoing throughout the year.
4. Parent sign in logs will be maintained in the Parent Coordinator’s Office and will do a comparative analysis from 2013- to 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Strategies and activities to engage parent involvement included hands-on activities that walk Parent through the DOE system of ARIS and I-Ready. Parents are able to access scores and ask questions of school leaders and teachers at these seminars. The DOE systems are all easily translated in other languages on the websites to address the needs of parents of ELL’s.
2. The School Leaders, the Parent Coordinator and the teachers are all utilized to implement these activities and services to parents and reach out to parents with this multi-pronged approach. There are smaller initiatives that occur between teachers and parents and it builds to the school-wide phone blasts and monthly calendar handouts. There is a parent meeting room and resources available and the school has an open door policy that the Parent Coordinator facilitates between the parents, teachers and the school leaders. Departmentally teachers take various responsibilities for generating parental involvement in the Afterschool activities that are planned as directed by their subject area Assistant Principal.
3. Teacher Feedback is essential to gauge the usefulness of web-based learning programs that are designed for student to use at home (collection of the data is done by teachers and monitored by Departmental APs and Teacher Leaders.
4. Targeting parents that have consistently arrived and engaged in the activities offered at the school is an ongoing process with the goal being a more effective and

transparent SLT and PTA as well as more involvement in the Parent Resource room by June 2014.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Close Reading; Running Records Extended Writing: (Constructed Response; analysis, journaling, Etc.), I-Ready, Read 180; System 44; Inference; Author's Purpose Theme.	Individual, Small Group, Targeted Group	During school, after school, extended day
Mathematics	Drill and Practice; Constructed Response; Formulas, equations, I-Ready and IXL, et.al	Individual, Small Group, Targeted Group	During school, after school, extended day
Science	Drill and Practice; Constructed Response; Formulas, equations, Mouse Trap and Robotics, et.al	Individual, Small Group, Targeted Group	During school, after school, extended day
Social Studies	Close reading; research and writing reports and content specific texts; developing and using academic vocabulary	Individual, Small Group, Targeted Group	During school, after school, extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling; conflict resolution and peer mentoring; bully prevention; college and career exploration; Act and Adapt; Overcoming Obstacles, etc.	Individual, Small Group, Targeted Group	During school, after school, extended day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The strategies that will be used to attract and retain highly qualified teachers include: attending recruitment fairs as scheduled. Teachers are sent to interview candidates; they are equipped with PowerPoint presentations highlighting academic programs and opportunities for professional development; school brochures, student made videos and the school website http://efms352.org which showcases best practices and curricula. Ongoing professional development is provided to all faculty; new teachers are assigned a mentor to guide them through the first through third years. PD is tiered and targeted based on disciplines, teacher strength and interests. Teachers are placed in positions commensurate with their education, preference and ability. Any teacher who does not meet the HQ criteria is offered remission after successful completion of vetted coursework as outlined in Title I legislation and our HR partners. Additionally, staff is encouraged to take the HOUSSE survey leading to HQ alternate certification. Teachers meet weekly to discuss practices, plan curriculum and set goals.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Our school provides quality professional development to all teachers through a three pronged approach: job embedded professional development (IN-HOUSE Peer Instructional Coach); Network Level Content Area Ambassadors in ELA/Social Studies, Science and Mathematics; and the required Danielson professional

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our funds are conceptually consolidated. We use funds as necessary to provide uniforms, books, school supplies and other needs for all students who are in temporary housing, violence prevention programs, and other housing programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A to submission - Middle School

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our teachers formed a MOTP and MOSL committee. A member from each committee attended Summer professional development and came back in September to turnkey the findings from each activity. In doing so our teachers had up to the minute knowledge of all requirements and upcoming decisions. The teachers voted on which assessments would be used and the results of that vote were presented to the Administration. The administration respected the recommendations of the teachers and made our selections accordingly. Teacher generated selections are posted in the main hallway so that everyone can stay informed and focused. We also have a teacher representative that sits on cabinet and reports back to the staff on all instructional aspects as they relate to assessment: formative and summative and teacher effectiveness.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Ebbets Field Middle School
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; including planning workshops to expose parents to shifts in the Instructional Expectations, Common Core, specialized high schools, and Regents and accelerated course work.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; including accessing ARIS, the school, NYCDOE, NYSGOV websites, ACUITY, IXL, ENGRADE and other web based programs.
- providing assistance to parents in understanding City, State and Federal standards and assessments; especially the new Citywide Expectations and Common Core Standards.
- 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 PARENT SCHOOL COMPACT

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

FAMILY SIGNATURE

STUDENT SIGNATURE

SCHOOL SIGNATURE

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 352
School Name Ebbets Field Middle School 352		

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

Principal Margie Baker	Assistant Principal Veronica Mullen -Morris
Coach type here	Coach type here
ESL Teacher G. Kopylova, V. Slukhinsky	Guidance Counselor Cassandra Delince
Teacher/Subject Area Daria Paul/ELA	Parent type here
Teacher/Subject Area Chapman-Santiago/ELA	Parent Coordinator Marleen Blair
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Julia Bove	Other type here

C. 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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	60	ELLs as share of total student population (%)	20.07%
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Part II: 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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							4	2	2					8
SELECT ONE														0
Total	0	0	0	0	0	0	4	2	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	5
SIFE	7	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	3

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	38	6	1	19	1	3	3	0	1	60
Total	38	6	1	19	1	3	3	0	1	60

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							9	3	4					16
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic							5	4	2					11
Haitian							3	2	5					10
French								4	6					10
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							5	3	4					12
TOTAL	0	0	0	0	0	0	22	16	22	0	0	0	0	60

Part III: Assessment Analysis

Assessment Breakdown

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

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)							5	6	8					19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	4	5					13
Advanced (A)							13	6	9					28
Total	0	0	0	0	0	0	22	16	22	0	0	0	0	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	4			17
7	8	1			9
8	14	1			15
NYSAA Bilingual (SWD)					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	22		3						25
7	9		3						12
8	16	2							18
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		7		6		5		21
8	5		5		1				11
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Literacy assessments are performed by ESL and ELA teachers. That includes ELA running records, weekly reading logs, daily journal entries, ready checks ELA and math and in class essay assignments. We work in conjunction with the ELA teachers, monitoring the progress and assessing the needs of ELL students during constant both formal and informal assessment. All ELA and Math teachers give students a benchmark I-Ready assessment to determine their strength and weakness. This assessment is repeated three times throughout the school year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Each student during the early assessment will complete LAB-R. The areas in the NYSESLAT that students show the greatest weakness in is the Reading and Writing section. Students score better on the exams given in their native language. We will be continually assessed using a variety of instruments including, I-Ready, running records and the NYSESLAT. The ultimate goal is to move all students to English proficiency while strengthening and developing their skills in the native language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
ESL teachers thoroughly analyze NYSESLAT results in all four modalities and plan the instructions based on the analysis. We often group students in accordance with these results, so that those with low scores in listening comprehension can train this modality while those with lack of speaking skills have oral tasks discussing the problems with their peers who are better speakers. Reading and writing are constantly trained with peer editing and constant immediate feedback from the teacher. The data reveal a stable tendency for listening and speaking to over-rate reading and writing. Hence, reading and writing are the emphasized target of ESL instruction while listening and speaking are trained from the point of academic vocabulary and written language structure.
4. For each program, answer the following:
 - a. 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?
 - a. The students who started the Freestanding ESL in the 6th grade show gradual progress in all four modalities by the end of 8th grade. Most of them in three years from complete beginners come to the advanced/ proficient level of English language acquisition in the most of modalities. The best results are usually in speaking and the worst in reading and writing. That happens due to all-English language environment and the help of peers with the same home language. We give tests in home languages of the students. Those whose language is Spanish show very good results in Math and Science when given in their home language.
 - b. ELL periodic assessments are used by both ESL and content teachers to build upon the skills already acquired and keep the instructional process in zone of proximal development of ELLs. They base their formative and summative assessments on these data.
 - c. The periodic assessments show the main tendencies in ELLs learning, decipher problematic issues due to native language influence and cultural differences. The native language is used as a strong supporting mechanism on the early stages of SLA by the time of reaching the advanced level in four modalities it gradually diminishes. It is mostly used with the students who have strong literacy skills in their home language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
Most of the content area teachers have the division into three tiers for both instruction, individual work and assessment in their daily lesson plans, where to Tier #1 refer students with demonstrated proficiency in comprehension based on previous classroom assessment, ELLs, IEP and readers struggling with comprehension skills belong to the second tier. Tier 3 comprises some of the newcoming ELLs and IEP reluctant readers struggling with decoding as well as comprehension deficits, they work with ESL or special education teachers.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Usage of the Response to Intervention framework insures ELLs second language development in instruction, too. Most of students have ESL teachers support at the instructional time. Content area teachers use laptops with on-line bilingual dictionaries and bilingual dictionaries to give support to ELLs.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We established that the success of our ELLs would be greater if we provided beginner students with an opportunity to have a specially designed language instruction courses based on recent research in language studies. As a recent research indicates, students who received focused second-language instruction made more than five times gains of students who did not. (American Educator, summer 2013, p.17).

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

For the initial identification of students who may possibly be ELLs the following steps are taken:

At registration, the parents with new students have an informal oral interview with an assigned specialist where they [parentes] fill out a Home Language Identification Survey (HILS) in his/her language. The survey is reviewed by our certified ESL teacher to determine if a language other than English is spoken at home and, if necessary, an interview is conducted with the parent and child in English by the certified ESL teacher.. If the HILS and interview indicate that a language other than English is spoken at home, then the LAB-R is administered by the certified ESL teacher. All orientations are held during the time of registration individually. All survey forms and program selection forms are collected during registration.

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.

At the orientation which takes place on the day of enrolment, the parent and child are invited to view a video in their home language to receive a fair understanding of the choices of ESL programs offered by the NYC Department of Education. This way we ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). The orientation is facilitated by either the ESL teacher or the Bilingual teacher. The ESL staff is available to answer any questions the parents may have about the programs. After viewing the video parents are asked to complete a Program Selection Choice form which is provided in their language. The parent understands that the child's enrollment in a program is for the entire school year. Our ELL parents are provided with translators for meetings, agendas and handouts. Even though the parents are given the option to transfer their child to the variety of programs being offered elsewhere, they have decided to remain in our school. Our school offers the Free Standing ESL Program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 entitlement into freestanding ESL, which is our school's program. After reviewing the Parent Survey and Program Selection forms for the past few years, it has been noticed that the majority of parents of ELL's return the required forms. The trend has been to remain in the Freestanding ESL program that we currently offer.

All of the documentation is securely stored in a special binder which is kept in ESL teacher's room. Copies of the documents are

kept in the individual students' files in the main office.

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.

ELL's proficiency is assessed every year during the spring by administering the NYSESLAT. The parents are informed before the scheduled test and of the results thereafter. If the student doesn't score out, the parents must complete a continuation letter of their choice of program. The parents of the child who is already in the program is 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 exempts from the program if he/she has reached a proficiency level. Thus, the NYSESLAT determines the ELLs progress for reaching proficiency and service extension.

To provide an opportunity for the parents to fully understand how the Freestanding ESL Program works, an open orientation is held for the ESL parents. Invitations for the meeting are sent out to the parents in different languages. Meetings are held periodically to keep them abreast of their children's academic progress and ways to improve their child's performance.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

An RLER ATS report is printed to ensure that all entitled students are tested with NYSESLAT in four modalities during the spring semester. Speaking is administered by the ESL teachers in a separate location. It usually takes about a month to administer the test to all of the ELL students. Students are scheduled on separate days for the listening, reading, and writing parts of the test which is administered in groups following the schedule and IEP for students with disabilities.

Make up sessions are organized by certified ESL teachers to students who were absent from the test at the assigned period.

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

Current 100% of parents chose the program we offer which is Free Standing ESL. Should there be parents who prefer other programs us and if the number of parents reaches 15 or more, we will organize the program of their choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Ebbets Field Middle School 352 currently provides instruction to English language learners through a Free Standing ESL push-ins and pull-outs program for the beginners, intermediate and advanced and proficient students. These organizational models and organization of the staff ensure that the mandated number of instructional minutes are provided according to proficiency levels (360 minutes of ESL services for beginners and intermediate and 180 minutes of ESL service for advanced students). The mandated number of instructional minutes are being provided by the ESL teacher the students receive instruction in content areas by licensed teachers. In all such classes ESL strategies, differentiated instructions and the workshop models are being implemented to help student's achievement. We have 3 proficiency levels as determined by the testing, beginners, intermediate and advance. Students travel within their grade with native speakers and a Push In program is implemented, co-teaching various subjects such as Math, ELA, Science and Social Studies. A Pull Out program is implemented for students requiring additional help. In such cases we group beginners together for maximum effectiveness. We practice programs such as block, heterogeneous and homogeneous, depending on the material presented and the proficiency level.

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)?

For our freestanding ESL program (Push-in/Pullout) the language provision of the CR Part 154, students receive required minutes of instruction (Beginners- 360 minutes per week, intermediate 360 minutes per week, and advanced 180 minutes per week). Students are grouped heterogeneously as well as homogeneously for classroom activities involving language development, particularly learning activities that involve group work and accountable talks. The native language support is provided via dictionaries and partnering students. The content area classes are taught by teachers that are certified in their subject area and some of them are fluent in the Creole and Spanish language. In order to support the literacy needs of the ELL's a special course in Reading is delivered by a certified reading teacher Mr. Romano.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teachers continue to engage in collaborative activities and they also share best practices with content area teachers. The ESL as well as the content area teachers read, give, and share instructional materials, and provide common assessments, analyze results, and consider and implement "next steps" that can help them meet the needs of all students. Also, more elements of technology are expected in both the ESL and the content area classrooms. All teachers involved with the ELL's are made aware during faculty conferences and common pre meetings of the educational challenges the ELL's face across content areas and school leadership provide them with instructional support and ideas on differentiation of instruction aligned with the new Common Core Standards. Academic intervention is provided with individualized remedial instruction in small groups as well as in afterschool program for students who need extra support like the SIFE, Long Term Ells. New comers and those alternatively placed in Special Education. The content-area teachers differentiate based on the students' levels of proficiency and needs while also implementing ESL strategies. Each student will be continually assessed using a variety of instruments including, Scholastic Reading Inventory and Get Ready for the NYSESLAT. We have been using a computer assisted instructional program called Rosetta Stone that is diagnostic program, 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 to increase students' English proficiency while strengthening and developing their skills in native language when possible.

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

The Spanish Lab-R is used as a diagnostic tool of native language proficiency in Spanish (administered by licensed teacher of Spanish).

Though we do not have bilingual programs in our school, translanguaging is the modern method of developing students native

languages. Ebbets Field is deeply committed to the notion that all services to ELLs must be structured to support, enhance and, if possible, preserve the native language, while building and developing English as the target language. To accomplish this, we will sponsor cultural and linguistic activities where students will have an opportunity to use, teach and develop their native languages. All students at Ebbets Field including ESL follow a state mandated curriculum and pacing calendar identical to that of the monolingual, replete with Impact Mathematics and Chancellor's libraries. All ELLs will also have access to multicultural libraries that were selected to meet the cultural interests of students from various ethnic groups. These libraries were purchased through Attansio Associates a leader in bilingual curriculum products. These books were grouped and selected as they reinforce linguistic and cultural themes specific to the students' native lands, cultures and traditions.

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

Using RNMR report on ATS we find NYSESLAT scores and modality breakdown. After thorough analysis of these data we work out a plan of action and strategies for further enrichment instruction to promote forming skills in all four modalities of the English language. During each instructional hour the ESL teacher evaluates the students in all four modalities formally and informally. At the end of each learning unit summative assessments are performed.

This is done so that teaching and learning can be differentiated, and targeted assistance provided to each individual student in a small group setting. For other activities, we cross group (placing strong students with weak) thus providing the beginners and intermediate with appropriate language models and peer tutors who are proficient and advanced. We use this approach to help increase the language proficiency level while developing students' social and emotional skills. This model also allows students to emerge as leaders and develop a self-esteem and regulation skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction in a variety of ways to support our Ell's.

a. For our SIFE students we stress explicit instruction in reading across the subject area with an emphasis on vocabulary reading. This is done in the ESL classrooms as well as the content areas. This is done with daily instruction related to the lessons and reading comprehension, and paragraph and essay composition strategies via the writing process. Academic intervention is also in place with individualized remedial instruction in small groups to better prepare them for the NYSESLAT as well as the ELA exam.

b. For the ESL newcomers we provide a host of instructional and cultural related services. We try to provide our newcomers adjust to life and the new school as well as lessons geared towards learning more about the United States culture. Also more reading and writing is infused in the content area classes and ESL teachers include more instruction on grammar, discourse, phonemic, phonological, and semantic awareness. Students identified as SIFE students receive System 44, Destination Math and differentiated instruction to improve their reading and math skills.

c. With the ELLs that are identified as long term, most of which fall at the intermediate level of proficiency, ESL and content area teachers provide word knowledge, they model and teach basic reading skills for fluency, comprehension of classroom texts, grammatical and writing skills lessons, and we are putting more emphasis on reading aloud with peers in groups, and discussing and formulating their questions using better phonemic awareness and pronunciation skills.

d. Our plan for the Long Term English Language Learners includes the strategies listed above

e. This school year , at school we have 50 students (1/6 of the whole population) who are former ELLs. For those students that have passed the NYSESLAT and have achieved proficiency in the English language and have been transitioned into mainstream classes, we still provide modifications allowed to them when they take their state exams. Our former ELLs, who have recently gotten proficiency , are supported by both ESL teachers and content area pedagogues. They are welcomed to use bilingual dictionaries, computer translation programs and frequently come to ESL classrooms for additional materials in reading and listening based on their level of second language acquisition.

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

For our Ells with special needs we provide services where instruction in all four modalities is aligned with their specific Instructional Educational Plan, ESL New York State standards as well as the Common Core Standards. We will continue to

develop students' active listening, reading, and writing skills through differentiation of instruction and formative and summative assessments throughout the year. Moreover, for LEP students who have been designated at risk, we look at which of the modalities they scored the lowest and we provide interventions aligned with the modality.

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

In our school, we differentiate curricular for ELL-SWDs. While ESL instruction for ELLs are mostly push-ins, the mode of instructing this category of students is mostly pull-outs. The instructional groups are small and the teacher can use such scheduling flexibility to enable every student in a group to constantly stay in his individual zone of proximal development constantly moving to the clearly formulated short-term goals with an overall tendency of attainment of proficiency in English.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

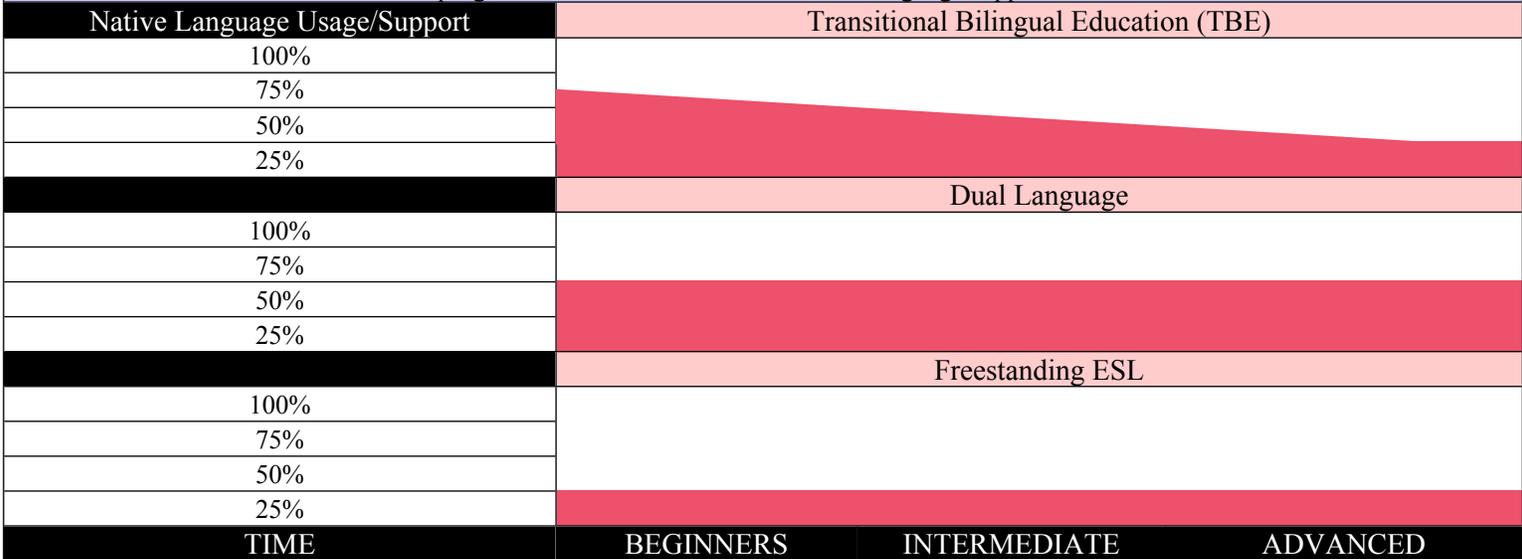
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

We look at a variety of different sources of data to determine which ELLs need the most support in different content areas, including English and Math. We specifically target those that are struggling and provide intervention. We provide small -groups intervention services in the English language, frequent group instructions in heterogeneous groups where more advanced peers can help their struggling classmates using home language support if needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As previously stated, we will be utilizing the I-Ready to assess reading levels. Small intervention groups will be utilizing the individualized practice from I-Ready. Our ESL teachers push into content areas Science, Math and ELA, scaffolding instructional material, using glossaries and computerized support for explaining of content material.

11. What new programs or improvements will be considered for the upcoming school year?

New improvements of translanguaging and the usage of glossaries with specific academic vocabulary in content areas will be actively used for instruction aligned with Common Core Standards.

12. What programs/services for ELLs will be discontinued and why?

The Rosetta Stone program has been discontinued this school year due to funding.

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

ELLs are offered equal access to all school programs aligned with their SLA level. Our school offers summer programs that serve as a bridge to the new academic school year in regards to ELL students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Each student will be continually assessed by Scholastic Reading Inventory and Get Ready for the NYSESLAT. We will also be using free software which are available both in the ESL classrooms, and in content area classrooms to increase student language proficiency. There are: esl-lab.com; manythings.org; grammar-quizzes.com; rong-chang.com; readworks.org available on line to improve students' reading, writing, speaking, and listening skills. Some of them are computer assisted instructional programs that are diagnostic and tailored to meet the specific instructional needs of each student's unique learning needs. If funding permits, we will be using ELLIS - another computer assisted program. As students gain proficiency, their linguistic instructional ratios change accordingly. The ultimate goal is that of moving all students to English proficiency while strengthening and developing their skills in their native language.

Students receive Science from a licensed Science teacher who has been trained in ESL approaches in the course of workshops organized for teachers working with ESL students by the group of ESL certified teachers (rhyme, rebus, the use of cognates, etc) .

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 recently come to the country often experience emotional difficulties when transitioning. Thus, mainstreaming process will minimize the "culture shock" and support the learners so that they will eventually experience a seamless transition from the translanguaging program at the beginning level of Second Language Acquisition (SLA) to the general monolingual model by the time of reaching proficiency level.

We understand the challenges ELLs face, including those in their content area classrooms, and we provide the supports in the form of instruction, books, materials, technology, and tutoring that are both age and level appropriate.

Each classroom has bilingual dictionaries, bilingual books, and even textbooks (Social studies in Spanish). Students with Spanish as their native language have electronic bilingual dictionaries in their disposal for the whole school year.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

There are 64 ESL students at Ebbets Field Middle School. These students are being served through an ESL push-in/pull-out program. Students in grades 6, 7 & 8 receive at least four periods per week (advanced level) and 8 periods (beginners and intermediate students). These students 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 are taught to them by the licensed teachers. They will be taught Science by a licensed Science teacher. We have certified ESL teachers and 1 licensed Bilingual teacher who push in to provide the ESL instructional support. All teachers will incorporate the Common Core Standards to provide instruction. ESL teachers work in conjunction with the curriculum, employing such techniques as transient language, which means translating the materials into the student's native language, through vocabulary instructions and additional resources such as glossaries and picture dictionaries. All materials are age appropriate and on the grade level of the ELL student.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We offer a summer program that serves as a bridge for ELL students enrolling in our school. Additionally we provide materials to take home such as glossaries and picture dictionaries, and language books for students to examine and study. We also recommend Starfall.com program to assist beginners.

18. What language electives are offered to ELLs?

We have Spanish as an elective language for all students including ELL students. It is taught by a certified Spanish teacher.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development will be administered to the 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 AP and Principle to ensure articulation and continuity of instruction. We organized Common Preparation Periods – workshops within and outside of the building.

- ESL teachers 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.

The connection between elementary and middle school staff is very important for student's smooth transition from one level to the other. As a means of transitioning from elementary to middle school, the ESL teachers have visited the incoming ESL students to inform them of the expectations.

All Assistant Principals, paraprofessional, guidance counselors, special education teachers, secretaries, and parent coordinator will attend the CFN workshops provided throughout the school year. Seven and a half hours of training will be provided by the CFN. ESL teacher hold PD for all staff who comes in contact with ELL students, outlining strategies such as focus on vocabulary and glossaries, employing Google translate for relevant materials and differentiating instructions for ELL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

Parents are encouraged to attend workshops provided by outside organizations during the PTA and those provided by the CFN. The parent coordinator and guidance counselors survey parents during conferences and PTA meetings to identify their needs and concerns.

In Ebbets Field Middle School there are parent orientation meetings which are scheduled on regular basis. At these meetings parents of the current ELLs, new transitional ELLs from the elementary school, and recent arrivals have an opportunity to meet the teachers and discuss their academic needs and concerns. In this way we evaluate the needs of the parents.

Parents of ELL students met in groups to address their concerns and to update them on their children's second 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. We also hold cultural events such as international talent shows and projects that involve parents and families.

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.

E. 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

School Name: Ebbets Field Middle School

School DBN: BK352

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margie Baker	Principal		1/1/01
Veronica Mullen-Morris	Assistant Principal		1/1/01
Marleen Blair	Parent Coordinator		1/1/01
Galina Kopylova	ESL Teacher		1/1/01
	Parent		1/1/01
Charene Chapman-Santiago	Teacher/Subject Area		1/1/01
David Lackwood	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cassandra Delince	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Veronica Slukhinsky	Other <u>ESL Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: BK352 School Name: Ebbets Field Middle School # 352

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

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.

The following steps are taken to determine our interpretation and translation needs of all of our families:

All students and their families complete the Home Language Identification Survey (HLIS). Each survey is given in their native language; a certified ESL teacher (often it is Ms. Galina Kopylova) then conducts an informal oral interview, an interpreter is made available to any parent who needs one. This survey is used to identify the home language of all students and their families. If a language besides English is spoken in the home, the family qualifies for training on ESL services. The ESL teacher introduces the video in the native language of a newcomer. The video is designed to provide the viewer with a clear understanding of the choices in teaching English in New York City public schools. This process ensures 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, and return them 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.

We also refer to data recorded during the initial interview of the student and his parents upon registration to the school, which is the parent home language identification survey and the program selection form. On part 3 of the former there are two supplementary questions: in what language the parents would like to receive written information and communicate orally with school staff. In this way we define the needs of translation and interpretation in order to provide the parents with appropriate and timely information in a language they can understand. All the information is gathered within less than 30 days of a student's enrollment. The biggest challenge we face in translation is TWI which we have not been successful in translating.

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.

We have 302 student at EFMS 352. 102 students (or 1/3 of our population) come from homes that speak languages other than English even though only 60 students are identified as ELLs..

The home languages break down as follows:

45-Spanish
19-Haitian Creole
17-Fulani
13-Arabic
7-French-Hatian Creole
6-French
2-Bengali
1-Madinka
1-Romania
1-Twi

Translation services are available to all 102 students who speak languages other than English even though there are only 60 who identify as ELL. Each member of the school community was apprised of the linguistic needs of our students through the following mechanisms:

- 1- The principal shared our students' linguistic diversity with every faculty member during the September Faculty Conference. .
- 2-The information was again shared at grade and departmental conferences within which copies of the RHLA were disseminated.
- 3-The PTA was also informed during September conferences
- 4-The Translanguaging team will also share the Linguistic Diversity of our families with our staff during targeted professional development that emphasize the importance of valuing linguistic and cultural diversity.

Finally, staff has access to all the data through ARIS .

Part B: Strategies and Activities

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

As we have already stated in Part A, 90 percent of our 102 parents who speak language other than English in the home, prefer to get written services in English. The parent coordinator sends notes, flyers, parent handbooks, student handbooks welcome letters, letters of placement into ESL program, discipline code in home languages of every student (102) who speaks languages other than English. As a school, we send home translated newsletters, parent notices, student and family handbooks, discipline codes, and other items. Those languages that cannot be translated in house are translated by the DOE's translation unit. We make every effort to prepare these materials in advance so that they can be received in a timely manner. Currently, our staff speaks and can translate into Spanish, Haitian Creole, and French. We seek outside support for Arabic, Fulani, Mandinka, Romanian, Bengali and Twi. If time is of the essence and the Translation Unit cannot accommodate our request, we will use Google Translate to make an immediate accommodation. 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, students 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>.

To fulfill Section VII of Chancellor's Regulations A-663, which establishes the procedures for ensuring that all 102 families who speak languages other than English are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. In doing so, we provide training to the parent coordinator and ESL teachers on language access requirements. Our school is helped a great deal by the DOE on Line resources which provides translation in nine languages.

Consistent with this regulation, all the parents who require language assistance will be served accordingly. All parents are encouraged to bring bilingual representatives from their home on days of meetings and parent conferences. We have translators on site for all parents requesting one and have used on-line translators for some conferences.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: This program will serve 60 ells and former ells. It will operate from 3:20 to 5:20 Tuesday, Wednesday and Thursdays from 11/7 until

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:

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:

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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