

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: 17 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Each year we take the data from the HLS surveys to determine what language groups are represented in our school. This year we have eleven languages represented at EFMS. (English, Spanish, Arabic, French, French Creole, Haitian Creole, Fulani, Madingo, Congo, and Romanian and TWI. We are usually successful in securing translations for Arabic, Spanish, French, French-Creole and Haitian Creole. We have some difficulty finding translations in some of the African languages but we find parents who can communicate to each other. We work with the translations unit to have translators available at open school night and during parent meetings. We also have purchased the magic ear and can provide real time translations during PTA and Community Meetings. We have our parent handbooks translated into Spanish, Arabic and French. We use a variety of translation programs to translate documents in real time.

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.

Our school conducted a document review and sought out feedback from our parents. We realized that we do a fair job at translating but we need to ensure that speakers of languages other than English have access to current data in real time. We shared these findings at the December PTA meeting.

## Part B: Strategies and Activities

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

All documents to be shared with parents will be submitted to the ESL teachers for review a week in advance of dissemination. The ESL teachers will work with the parent coordinator and AP Mullen to ensure that these documents are translated in a timely manner. All documents that can be translated in house will be translated in house. All those that need to be sent to the Translation Unit will be. Languages like TWI, MADINGO and CONGO dialects will be translated by parent and community volunteers when appropriate and available if not they will be sent out to external vendors.

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.

Oral interpretation services will take place at the school level through staff, volunteers, and google translate. Meetings and interviews will be scheduled in advance whenever possible and we will arrange to have staff and students on hand to translate whenever possible. If not, we will use translation services, community resources and outside agencies.

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>.

All parents will be provided with a parents bill of rights when they come in to register their children. Parents will be given a Bill of Rights in their Native Language except for those languages that are not available. We will continue to seek out services through the community and parent volunteers.





**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>17K352</b>
<b>School Name:</b>	<b>EBBETS FIELD MIDDLE SCHOOL 352</b>
<b>Principal:</b>	<b>MARGIE BAKER</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Ebbets Field Middle School 352 School Number (DBN): 17K352  
School Level: Middle Grades Served: 6-8  
School Address: 46 McKeever Place BK, NY 11225  
Phone Number: 718-941-5097 Fax: 718-284-7973  
School Contact Person: Margie Baker Email Address: Mbaker6@schools.nyc.gov  
Principal: Margie Baker, Principal  
UFT Chapter Leader: Michele Allen, UFT  
Parents' Association President: Merlinda Fernandez  
School Leadership Team  
Chairperson: Margarita Quinones  
Student Representative(s): Not Applicable

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1221 Park Avenue; Brooklyn, NY 11226  
Superintendent's Email Address: cellis4@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 602 Network Leader: Matthew Melchiorre

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Margie Baker,	*Principal or Designee	
Michele Allen	*UFT Chapter Leader or Designee	
Merlinda Fernandez	*PA/PTA President or Designated Co-President	
Margarita Quinones	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Jacqueline Mock	Member/ Parent	
Willimae Barrington	Member/ Parent	
Leslie Adams	Member/ Parent	
Nesta Davidson Roberts	Member/ Parent	
Daria Paul	Member/Teacher	
Nigel Henry	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

#### The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, </li> </ul>	

students and administrators value each other.

## **Accountability Tools and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Ebbets Field Middle School is a middle school with 235 students from 6 through grade 8. The school population comprises 76% Black, 20% Hispanic and 1% White, and 2% Asian students. The student body includes 23% English language learners and 26% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013 - 2014 was 92%.

We strive to create an environment where our students are relating and connecting their education to their creativity and their creativity to their place in society and the world. This will be accomplished within the caring, respectful, proud community of students, parents, faculty and staff, who all exhibit a great sense of dignity. Our vision is simple. Everyone at Ebbets Field **CARES**: (**C**ommunicates, **A**chieves, **R**espects, **E**ducates and **S**erves). We believe that everyone is a teacher and everyone is a learner and nobody succeeds if anyone fails.

The school has clearly defined goals for improvement this academic year: They are to increase the student academic achievement in English language arts and math, and the other focuses on augmenting and creating effective teacher teams. School goals are shared with the community. Students and families are well informed of the school's goals. Their input in the roll out of these goals was well-received by both staff and administration.

We are constantly striving to promote a climate of high expectations. At EFMS we utilize common assessments that are aligned to key standards and curriculum and are used by all teachers by grade and department. These assessments include CCLS Baselines from NYSTART as well as teacher designed. Each is used to measure individual student and whole class growth. This work empowers our teachers to make informed instructional decisions and curricula adjustments that accommodate the multifaceted needs of each individual student. It also empowers teacher to use add-ons like movies and trips to increase experiential background and make learning more meaningful and realistic.

Staff pedagogy is strengthened by professional development. The staff attends a variety of in-house, district-wide and city-wide workshops. These conferences facilitate increased participations and opportunities to share in Best Practices and Interdepartmental conferences. This ensures that the staff maintains the same city and state mandates, as well as teaching strategies that support academic rigor.

Furthermore, EFMS applied for and was named as a Teacher Improvement Fund School. As such, two teachers have been trained and are acting as Peer Instructional Coaches or PICs. These teachers work as an adjunct to administration and receive ongoing professional development through the TIF program. They have a modified program to empower them to work with the staff and attend off-site and job-embedded training. This training is turn keyed to the rest of the staff through team meetings, class inter-visitation and individualized mentoring.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.



## 17K352 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	235	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				18
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	94.6%	% Attendance Rate		88.5%
% Free Lunch	95.3%	% Reduced Lunch		0.3%
% Limited English Proficient	21.1%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		72.1%
% Hispanic or Latino	21.8%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	3.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.6%	Mathematics Performance at levels 3 & 4		6.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		11.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	94.6%	% Attendance Rate		88.5%
% Free Lunch	95.3%	% Reduced Lunch		0.3%
% Limited English Proficient	21.1%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		72.1%
% Hispanic or Latino	21.8%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	3.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.49
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6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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% American Indian or Alaska Native	0.3%	% Black or African American		72.1%
% Hispanic or Latino	21.8%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	3.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.6%	Mathematics Performance at levels 3 & 4		6.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		11.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b>		
<p>Rating for each assessed Statement of Practice (SOP) on the chart below.</p> <p>Rate SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</p>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>		
<p>Our school teams are working to promote increased delivery of rigorous and engaging academic tasks aligned to research-based common teaching framework to improve student achievement. We analyze student performance data outcomes to develop school, class, and student goals and use these resources strategically to support teachers, students and families to attain these goals. Some examples of these resources include various technologies including software and multi- technological approach to instruction. The leadership and staff use these resources, to engage and instruct students. Students and teachers are able to use these strategies in classes. Currently, the school is working towards adapting the curriculum to the specific needs of our diverse student population particularly ELLs, special education, and most struggling students. We are also working towards providing consistency in using higher order thinking tasks and questioning techniques within each content area. In addition, the use of translanguaging to assist with comprehension for our ELL students is being incorporated into classroom instruction.</p>		

### Part 2 – Annual Goal

<p>List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, we will develop, implement, monitor, evaluate and adjust protocols for teachers to use a minimum of five common formative and summative assessments. This data will be used to identify patterns in student learning, particularly for subgroups. This will result in the creation and adaptation of appropriate instructional scaffolds and extensions to students, based on identified need, and will maximize student learning. We anticipate that 25 percent of our students will show gains of five to ten percent on end of year MOSL assessments or the NYS Exams.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Each department, using Skedula, will develop an assessment data tracking system to monitor the progress of students in attaining the grade level Common Core Learning standards.	The entire school community by departments	November 2014- June 2015	Point Persons: 2 Assistant Principals and Peer Instructional Coaches Implementers: All Classroom Teachers
Classroom teachers will implement Response to Intervention (RTI), for ELL students, students with disabilities, and other high –need student subgroups. Specifically the I-ready program, an online program that personalizes ELA and Math instruction based on individual diagnostic results will help address skill deficiencies in areas such as vocabulary, reading comprehension, and fundamental math skills.	Classroom teachers, ESL and Special Education Providers	November/December 2014-June 2015	Point Persons: 2 Assistant Principals Implementers: Classroom Teachers, ELL Teachers, and Resource Room Teacher
Teacher teams will engage in Professional Development aimed at learning how to use Skedula, scaffolding for ELLs, and multiple entry points and extensions for student subgroups.	The entire school staff community	September 2014- June 2015	Point Persons: Peer Instructional Coaches and Staff Development Team
Academic enrichment program after school hours. 4 teachers x 3 days per week x 2 hours per day x 16 weeks @\$50.19 per hour = \$19,273; 1 supervisor x 3 days per week x 2 hours per day x 16 weeks @\$52.52 = \$5042. Saturday Academy for Grade 8 students (Regents Prep) 2 teacher x 1 day per week x 3 hours x 10 weeks @ \$50.19 = \$3015; 1 supervisor x 1 day per week x 3 hours x 10 weeks @\$52.52 = \$1576	Students performing at Levels I & II Grade 8 students	January 2015-May 2015  April 2015 – June 2015	Teachers, Assistant Principal  Teachers, Assistant Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- I-ready licenses, educational consultant to support implementation
- Use of teacher teams, peers, and Instructional Coaches for demonstration of modeling, developing norms and common language among teachers in the implementation of curriculum, development of assessments, and

analysis of data for the subject/grade.

- Teacher team meetings, common planning time, professional development

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 5% increase in student achievement as measured by the January CCLS Fall Benchmark Assessment.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

Provide a rating for each assessed Statement of Practice (SOP) on the chart below.

Rate the SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	P
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	P

**Part 1b. Needs/Areas for Improvement:**

Identify the areas that are Developing and Ineffective.

Describe the need(s) for improvement (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan.

M.S. 352 has an ongoing partnership with Yeshiva University working with the guidance department to ensure that effective social and emotional support is given to students. We are able to create connections with community based organizations such as Interboro Psychiatric Services and the Mobile Response Team (MRT) to provide crisis intervention and support not only for students but for families as well. At this time, we need to further develop creating consistent school wide systems to address behavioral issues and reinforce and increase positive student behavior. Based on this, we applied and received the Community Schools Grant. Through this initiative, we have partnered with the DOOR to provide psycho-social supports as well as academic enrichment. This week, we have hired a community coordinator who will provide direct support and networking opportunities that will help our community supports.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will create a comprehensive behavioral modification system geared at decreasing negative student behavior as a result we anticipate a decrease of 25 percent in level 4 and 5 infractions as measured by OORs. W

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school will engage in a weekly positive behavior incentive program that promotes a strong school vision emphasizing a healthy social and emotional school-wide culture. Every Friday afternoon treats will be provided for all students who have earned a minimum of 50 points for that week. Data will be used to track the number of weekly student participants with the expectation that the number will increase over the course of the year.	All students	November 2014-June 2015	All administrators and elected officers of the PTA
A series of field trips will be planned throughout the year celebrating students who exhibit exemplary academic effort and behavior as evidenced through a school wide incentive rubric.	All students	January 2015-June 2015	Administrators and Parent Coordinator
School support organizations such as the Mobile Response Team will be used to work specifically with a select population of students identified by teachers and staff whom demonstrate a great need for additional support in social and emotional developmental health. In addition, Professional Development will be provided to staff concerning effective ways to use data to respond to students’ social and emotional needs.	Primarily, students who struggle with behavior and emotional issues	October 2014-June 2015	Mobile Response Team officials
Parents will receive an acknowledgement letter congratulating them on their child(s)’ ABCD award (Attendance, Behavior, Classwork and Discipline). We will offer a monthly workshop to all parents on improving social emotional learning supports at home and in school.	All students	Sept 2014-June 2015	Club/Clinic Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PBIS team, guidance team, time allotted on Friday afternoons for incentive programs; Door’s Community Coordinator.

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**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Community Schools Grant will be used to support activities outlined herewith that pertain to attendance and drop out improvement and positive behavior and supports.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will compare the number of incidents, teacher referrals, cutting slips, student removal requests, OARs, to earlier in the year and compare the number of occurrences.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

Provide a rating for each assessed Statement of Practice (SOP) on the chart below.

Rate SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	P
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	P
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

Highly Effective, Effective, Developing and Ineffective.

Describe the need(s) for the identified tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan.

Teachers use student observations, assessments, ARIS and I-Ready data to identify students’ weaknesses and implement differentiated instruction in order to improve their weak areas. Teachers also use data to identify high performing students to receive additional support to enhance growth, such as regent prep and other instructional reinforcement. Although the content areas are delivered in English, where applicable, ESL teacher and bilingual paraprofessionals instructionally assist ESL students. Additionally, content area teachers implement translanguaging methodologies to further differentiate instruction. Teachers will increase the use of identifiable next steps to address the varying academic needs of students. Teachers will continue to improve in the use of the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. The School will communicate and support high expectations to our students through providing each student with a set of school wide expectations.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. Create a comprehensive peer mentoring program where staff members mentor specific teachers and monitor their progress. During this academic year, we project at least five mentor mentee relationships. These relationships will result in an increase in teacher effectiveness in domain 2.
2. Our school will make greater use of the inquiry cycle. As a result of our collective inquiry and study we will test four protocols to assess their ability to move teaching and learning. We anticipate a 5 percent growth in student readiness as measured by formative data.
3. The school will provide each parent with biannual conferences detailing their child’s readiness for state assessments and progress toward the CCLS.

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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Increased use a variety of tools and strategies to help improve our students’ abilities in ELA and Math. These include: 1. More technology in the classroom, I-Ready, Khan Academy, Study Island and, IXL, etc. Regularly revise the curriculum so that it is engaging and challenging to a diverse student population.	All students with emphasis on our high-need student subgroups	Sept 2014- June 2015	All classroom teachers
Increase the level of trust between parents and the school by providing parents with unlimited access to current classroom data through Pupil Path (an online student classwork tracker that includes homework, assessments, attendance, behavior, as well as summative data.) In addition, we will conduct monthly workshops on the Citywide Instructional Expectations and how to access data streams to improve student outcomes.	All students	Oct 2014- June 2015	Teacher teams
Deepen differentiated instruction and implement academic intervention planning so that lessons engage all students and provide multiple points of entry to meet the needs of all learners.	ELLs and SWDs	Sept 2014- June 2015	All classroom teachers; SETSS provider
Provide professional development that aligns with the above goal, hence by increasing professional growth that supports student achievement through teacher teams that will meet to create/revise curriculum maps, lesson plans, et al.	All teachers and staff	Sept 2014- June 2015	Peer Instructional Coaches and PD team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
High level instructional resources for classes, planning and inquiry time during Tuesday other professional activity time, curriculums for modification, Advance data.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
<ul style="list-style-type: none"> <li>SASF</li> <li>Community Schools Grant</li> </ul>												

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

School wide mid-point assessments in math and ELA before winter recess.  
 Conduct staff surveys to ascertain if teachers agree that they have received beneficial PDs that will improve instruction and address their needs.

**Part 6b.** Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?					

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**  
 HEDI rating for each assessed Statement of Practice (SOP) on the chart below.  
 Rate SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	P
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	P

**Part 1b. Needs/Areas for Improvement:**  
 Rating and Ineffective.  
 DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action

Our school has a strong distributed leadership program. We work in teams to analyze student work and make school wide decisions throughout the year. We have a strong peer instructional coach program and we have teachers represented on the instructional cabinet. We have a clear vision and instructional focus. We spent a lot of time bringing our instructional focus to life this year but we need to spend equal time ensuring that our mission and vision is clear to all of our stakeholders. We use Danielson and Advance to monitor teaching and learning and inform our professional development. Our Advance work provides our teachers with clear, concise and actionable feedback to move our schools instructional agenda and increase our students' performance

- We will augment these practices by:
- Conduct at least four cycles of observation throughout the year using the Danielson Framework
  - Conduct Monthly PD with an emphasis of Danielson, Hess Matrix and Bloom
  - Conduct weekly Socratic Seminars in class and in PD to move our collective thinking and learning
  - Design and implement a planning protocol within which teacher teams develop a question bank to ensure higher order thinking in every lesson and throughout the units
  - Conduct a minimum of four PD sessions on multiple entry points and assessment

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will use assessment data and will partner with outside agencies and in-house expertise to provide professional development, and support to ensure that school staff is integrating techniques to provide students with multiple entry points for their learning tasks, develop students vocabularies and provide students with additional background knowledge to increase their comprehension. Through this activity, we anticipate 25 percent of our students will make gains of at least 10 percent in the CCLS benchmarks or statewide exams.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Conduct at least four cycles of observation throughout the year using the Danielson Framework</li> </ul>	All Teachers	October 2014 through June 2015	Principal, APs, Talent Coach and PICS.
<ul style="list-style-type: none"> <li>Conduct Monthly PD with an emphasis of Danielson, Hess Matrix and Bloom, in addition to using multiple entry points, formative assessment, working with data, questioning and Socratic Seminars, monthly intervisitations.</li> </ul>	All Teachers and Administrators	September 2014 through June 2015	Principal, APs, Teachers, Network Support.
<ul style="list-style-type: none"> <li>Design and implement a planning protocol within which teacher teams develop a question bank to ensure higher order thinking in every lesson and throughout the units</li> </ul>	All Teachers and Administrators	September 2014 through June 2015	Principal, APs, Teachers, Network Support
<ul style="list-style-type: none"> <li>Conduct monthly parent walk-throughs and debriefing sessions where parents can observe teaching and learning and debriefing sessions that will empower parents to make the connections between: the common core, citywide expectations and college and career readiness.</li> </ul>	Teachers, Administrators, and	September 2014 through June 2015	Principals APs PICS Teachers, Parent Coordinator and PTA

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedules to reflect increased planning time. Schedule changes to enable teachers to conduct intervisitations. Adjust schedules for increased planning time.

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February, 2015, fifty percent of all activities highlighted herewith will be completed. WE will collect observations, schedules and timelines from PDs, observations, and compare observations pre professional development and post professional development to monitor the cycle of instruction.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**  
 HEDI rating for each assessed Statement of Practice (SOP) on the chart below.  
 Rate SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**  
 Identify the priority need(s) that will be addressed in the goal and action plan for this tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan.

Currently, MS 352 is committed to fostering a strong cohesive family and community environment. The school has implemented a computer program called Pupil Path and Skedula that allow parents real-time access to their students’ progress and achievement. Monthly Event Calendars, Homework Calendars and Curriculum Calendars are sent home to the parents regularly. In addition, parents feel welcomed at the school and frequently engage in a variety of school activities such as Student Achievement Celebrations and Cultural Nights. The school works in partnership with families through the School Leadership Team as well as the Parent Teacher Association to involve parents in decision making. The Parent Coordinator, Marleen Blair, is well valued as the hub of information and support for parents regarding student discipline, academic concerns, school meetings, and general information. The school is continuing to work with families to communicate the high expectations for students.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, M.S 352 will provide multiple learning opportunities for parents and families to support student learning based on social-emotional needs, Citywide Instructional Expectations, and the Common Core. The school has enlisted the DOOR, CUNY, NYSIEB, Medgar Evers and Sports in Arts in Schools Foundations to provide support services and professional development. By partnering with these organizations, we will be able to provide holistic development for all students and support families. By June 2015, we anticipate a decrease of 25 percent in level 4 and 5 infractions as measured by OORs.

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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Starting in November 2014, monthly parent workshops will be implemented to assist with parent learning, language, and socio-economic needs.	Parents and families of M.S 352 students	November 2014-June 2015	Point Persons: Parent Coordinator, members of the PTA, and principal
Guidance has implemented interactive workshops geared to parents on topics related to College and Career readiness preparation. (I.e. filling out high school applications, grade level academic expectations, etc.)	Parents and families of M.S 352 students	November 2014-June 2015	Point Person: Guidance Counselor
The DOOR, an organization that provides youth development services, will work in collaboration with MS 352 to provide increased enrichment programs and services to empower parents .	All students	Mid December 2014-June 2015	Point Person: Principal & DOOR in school counselor
Conduct a minimum of five workshops on parenting skills, high school articulation, and college and career readiness.	Parents and families of MS352 students	October through June 2015	Parent Coordinator, Community Coordinator and Guidance Counselor

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
DOOR on-site coordinator

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Community Schools Grant and additional supportive funding through the Renewal School Allocation.													

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, we will hire a coordinator to implement and direct the synchronization of resources catered to addressing the social and emotional needs of students and families.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students are regularly assessed using I-ready and other assessment data to determine their performance and instructional needs and weaknesses. Once struggling students are identified the appropriate program or strategy is applied.	-I-ready (computer based diagnostic and instruction program) -Great leaps -Small group Instruction- Pullout - System 44 -Translanguaging - Running Records - Socratic Discussions - Frayer Models	-Whole class/small groups/ One to one/Tutorial -One on One - Small group  - Small groups - Small group -Whole class - Small group	-During the school day
<b>Mathematics</b>	All students are regularly assessed using I-ready and other assessment data to determine their performance and instructional needs and weaknesses. Once struggling students are identified the appropriate program or strategy is applied.	-I-ready(computer based diagnostic and instruction program) -Sumdog - Small Group Instruction Pullout -Translanguaging - Math remedial Class - Socratic Discussions	- Whole class/small groups/ One to one/Tutorial - Small group  -Small group - Whole class -Whole class/small groups	- During the School day
<b>Science</b>	Assessment data from the NYC performance task and other assessments are used to inform student grouping	-Small Group Instruction Pullout - Translanguaging - Socratic Discussions	- Small group - Small group -Whole class	- During the school day
<b>Social Studies</b>	Assessment data from the NYC performance task and other assessments are used to inform student grouping	-Small Group - Translanguaging - Socratic Discussions	- Small group - Small group -Whole class	During the School day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	State mandates, Individualized education plans, teacher referrals, outside referrals	<ul style="list-style-type: none"> <li>- Mandated counseling</li> <li>- At Risk Counseling</li> <li>-Peer Mediation</li> <li>- Teacher Referrals</li> <li>-Conflict Resolution</li> <li>- Crisis Intervention</li> <li>-PBIS</li> <li>Mobile response team, Interboro Psychiatric Services,</li> </ul>	-Small groups/ One to one	During the School day Outside of school
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## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Our school's professional development committee, which consists of both teachers and administrators, meet with, and survey the staff to arrive at relevant topics for PDs. Those topics are of high interest, as well as topics that administration feels are necessary in promoting high-quality instruction leading to improved student results are prioritized and delivered through, study groups and courses offered by the DOE, our network, the UFT and Community based organizations. At those PD sessions, teachers, paraprofessionals, pupil services personnel, parents and other staff can go to obtain appropriate instructional and interventional materials, as well as strategies and techniques to help meet the needs of the whole child be it academically, socially or emotionally. 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. Where the need arises especially with new teachers inter-visitations are set up for them to observe the best practices of some of our veteran and lead teachers.

**2b. 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).

Currently all staff members are being trained to implement the Common Core Standards and Curriculum Mapping in ELA and Mathematics. Based upon the differentiated needs of our teachers, our Peer Instructional Coaches make themselves available to meet with individual and groups of teachers to assist them in aligning instruction to the CCSS. Additionally, our network has made their personnel available to supplement our local efforts.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

NA

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school examined trends and issues impacting performance as well as recommendations from the JITs and QRs and developed a plan that would address those items and leverage the greatest student growth. In doing such, we conducted a comprehensive need assessment that included formative and summative data and addressed the instructional shifts as well as the common core implementation. We included all school stakeholders in the process and developed our plan. We examine the instructional shifts closely to ensure that the curriculum and its subsequent delivery adequately prepare our students for the challenges of these shifts and common core examinations. Additionally, we created opportunities for cross-curricular and inter-grade inquiry and data analysis. Finally, we must develop a laser like focus on instructional issues that impact the lowest third, students with disabilities and English language learners.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	285,215	x	x
Title I School Improvement 1003(a)	Federal	950 (Translations)	x	x
Title I Priority and Focus School Improvement Funds	Federal	72201	x	x
Title II, Part A	Federal	0	x	x
Title III, Part A	Federal	11200	x	x
Title III, Immigrant	Federal		x	x
Tax Levy (FSF)	Local	1567780.00	x	x

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## **Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

*(Required for All Title I Schools)*

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

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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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, NYS GOV 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

## EBBETS FIELD MIDDLE SCHOOL 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.

### **School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of

participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

ative and effective learning community for students and a welcoming respectful environment for parents and guardians;

nderstanding academic achievement standards and assessments and how to monitor their child's progress by providing ent opportunities (times will be scheduled so that the majority of parents can attend);

ating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;

If funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent

air right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left ent for Elementary Secondary Education Act (ESEA) and Title I programs;

### **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;

**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

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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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>352</b>
School Name <b>Ebbets Field Middle School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Margie Baker</b>	Assistant Principal <b>Veronica Mullen-Morris</b>
Coach <b>Daria Paul</b>	Coach <b>Stacey Antoine</b>
ESL Teacher <b>Veronica Slukhinsky</b>	Guidance Counselor <b>Jacquilene Allen</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marleen Blair</b>
Related Service Provider <b>Galina Kopylova</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Matthew</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	<b>0.00%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In							1	2	2					5
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	1	2	2	0	0	0	0	5

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	11
SIFE	5	ELLs receiving service 4-6 years	20	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	28	5		28	1	3		8		56

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>28</b>	<b>5</b>	<b>0</b>	<b>28</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>56</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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							7	7	5					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	3	4					9
Haitian							3	3	6					12
French								3	2					5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	4	1					9
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>20</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>54</b>

## 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)							9	10	4					23
Intermediate(I)							2	2	6					10
Advanced (A)							5	8	8					21
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>20</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>54</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							9	11	4				

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	0	0	0	11
7	9	3	0	0	12
8	11	2	0	0	13
NYSAA Bilingual (SWD)	11	0	0	0	11

**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	11		3		0		0		14
7	13		0		0		0		13
8	16		1		0		0		17
NYSAA Bilingual (SWD)	10		1		0		0		11

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		8		8		3		27
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Paste response to questions here: 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 Paste response to question here: Each student during the early assessment will complete NYSITELL. 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, Scholastic Reading Inventory and Get Ready for the NYSESLAT. The ultimate goal is that of moving 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](#))  
 Paste response to question here: Paste response to question here: 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here: 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 have only a few opportunities to give tests in home languages of the students as we can never have them in Fulani and Arabic, home languages of the many of ESL students. Those whose language is Spanish show very good results in Math and Science when given in their home language.
- 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.
  - 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](#).)  
 Paste response to question here: 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?  
 Paste response to question here: 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 Paste response to question here: Paste response to question here: The success of our programs for ELLs would be much greater if we had an opportunity to provide the complete beginners with specially designed language instruction courses based on an efficient program for beginners. 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](#).)

Paste response to question here: 1. 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 NYSITELL 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.

Paste response to question here: 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 [\[see tool kit\]](#).)

Paste response to question here: 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.

Paste response to question here: 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.

Paste response to question here: 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. 

Paste response to question here: 6.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])?

Paste response to questions here: 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)?

Paste response to questions here: 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.

Paste response to question here: 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?

Paste response to question here: 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?

Paste response to question here: 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).

Paste response to questions here: 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?

Paste response to question here: 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.

8. 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?

Paste response to question here: 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
<b>FOR TBE /DL PROGRAMS:</b> 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
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
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.
- Paste response to question here: Paste response to question here: 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.
- Paste response to question here: Paste response to question here: As previously stated, we will be utilizing the Scholastic Reading Inventory to assess reading levels. Small intervention groups will be utilizing the Rosetta Stone program. 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?
- Paste response to question here: Paste response to question here: 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?
- Paste response to question here: The Rosetta Stone program has been discontinued this school year because of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: 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)?
- Paste response to question here: Paste response to question here: 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](http://esl-lab.com); [manytthings.org](http://manytthings.org); [grammar-quizzes.com](http://grammar-quizzes.com); [rong-chang.com](http://rong-chang.com); [readworks.org](http://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)?
- Paste response to question here: Paste response to question here: 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](http://esl-lab.com); [manytthings.org](http://manytthings.org); [grammar-quizzes.com](http://grammar-quizzes.com); [rong-chang.com](http://rong-chang.com); [readworks.org](http://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) .
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here: 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, thorough vocabulary instructions and additional resaources such as glosseries 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.

Paste response to question here: 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?

Paste response to question here: 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.

Paste response to questions here: 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?

Paste response to questions here: 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.

N/A

## Part VI: LAP Assurances

**School Name: Ebbets Field Middle School**

**School DBN: 17k352**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margie Baker	Principal		12/12/14
Veronica Mullen-Morris	Assistant Principal		12/12/14
Marleen Blair	Parent Coordinator		12/12/14
Galina Kapylova	ESL Teacher		12/12/14
	Parent		12/12/14
Carene Chapman-Santiago	Teacher/Subject Area		12/12/14
	Teacher/Subject Area		12/12/14
	Coach		12/12/14
	Coach		12/12/14
	Guidance Counselor		12/12/14
	Network Leader		12/12/14
Veronica Slukhinsky	Other <u>ESL Teacher</u>		12/12/14
	Other _____		12/12/14
	Other _____		12/12/14
	Other _____		12/12/14



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 51
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
 # of certified ESL/Bilingual teachers: 2  
 # of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds are being used to provide supplemental language instruction and support to our Beginning, Intermediate, and Advanced English proficiency level ELL students in grades 6-8 . We serve a total of 51 English Language Learners; 15 Beginning, 17, Intermediate, and 19 Advanced English proficiency. After analyzing student data from the NYSITELL and NYSESLAT assessments as well as the English Language Arts standardized test results, it has been determined that our ELL students need additional support in the four modalities of reading, writing, listening, and speaking in order to meet the requirements of standardized tests and career and college readiness.

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

These students will be split into four groups, two ESL teachers, one(teacher A) will push in for the first half of the session with the ELA teacher of the 6/7 bridge class for an 1 1/2hr and the other (teacher B) pushing in with the Math 7/8 bridge class for an 1 1/2hr Wednesdays-Fridays. At the end of the first session each ESL teacher will switch off. Teacher A will push in with the 6/7 bridge class in Math for an 1 1/2 hr. and teacher B will push in with the 7/8 bridge class for ELA for an 1 1/2hr Wednesdays-Fridays.

Wed.-Fri Switch off sessions	Session 1 (1 1/2 hours)	Session 2 ( 1 1/2 hours)
Teacher A	6/7 Bridge Class-ELA	7/8 Bridge Class-ELA
Teacher B	7/8 Bridge Class-Math	6/7 Bridge Class-Math

The ESL teacher will push into each of the ELA and Math sessions group and provide ESL strategies. Students will be immersing in non-fictional science and social studies text to strengthen their ability to read and comprehend these type of complex text. They will also be immersed in an extensive cross curriculum vocabulary review to enhance their knowledge. Math task will include lots of real life word problems to broaden their knowledge of real world math.

### Part B: Direct Instruction Supplemental Program Information

We will utilize Source Books Reading and Writing from Great Source to immerse ELL students in disciplinary reading, writing, listening and speaking. Our students will increase English proficiency through immersion in shared reading texts, guided reading books, and independent reading. These books will be purchased with Title III funds and will be use with the Title III students for it duration.

Instruction during the ELL Afterschool Program will take place Wednesdays-Fridays from 2:45 PM to 5:45 PM. The ELL Afterschool Program will run for 22 days in three-hour sessions. There will be two certified ESL and four General Education teachers. However, only the ESL teachers will be paid through the Title III funds.

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

### Part C: Professional Development

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

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

Begin description here: At Ebbets Field Middle School 352 the ESL teacher designated to the Afterschool Program conduct test prep strategies for all ELL students. Teacher receive professional development in learning activities, suggestions, techniques, and strategies to improve the performance of the ELL students.

Professional Development for ELL Afterschool Program Teacher will conduct as follow:

1. Team Curriculum designing Session: The ESL/GE teachers will meet and plan lessons for the ELL Afterschool Program. These planning sessions will take place on January 5, 2015 and March 6, 2015.

2. All Day PD Session for the ESL/GE teachers: Date: November 4, 2014 Topic: Using Translationing in the classroom. Facilitated by: Ivana Espinet

This PD session will be turnkey to the remaining general ed. teachers in the school.

3. All Day PD Session ESL teachers: Date: March 2015 Topic: NYSABA Annual Conference

This PD sessions will be turnkey to the remaining general ed. teachers in the school.

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

### Part D: Parental Engagement Activities

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

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

Throughout the year, our parent coordinator will offer workshops that invite parents of ESL students to to participate. Every effort is made to provide translation services at the parent meetings. Our workshops for parents often take place during school, and after school. These workshops will help parents with immigration issue, translation, and was to assist the child with homework. Refreshments are provided to parents during the workshop. Parents will be provided metro cards to come to these workshops. Parents will also receive electronic translation dictionaries as a prize. Those on our staff who are proficient in languages other than English are available to translate for parents who are not English proficient. We have staff fluent in Spanish and Haitian Creole. The notices sent home are sent to parents with translations as needed.

Title III Parent Involvement encouraged to learn together with their children through participation in an ELL Afterschool Program. They will also have an opportunity simulate a walk through of a draft of the ELA and Math exam during a workshop. Parents will also receive language to language dictionary in their native language/English and training on how to use them to assist their child with homework and projects during these workshops.

**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"> <li>• Per session</li> </ul>	_____	_____

**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.
<ul style="list-style-type: none"> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	\$ _____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____