



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ebbets Field Middle School 352 School Number (DBN): 17K352  
Grades Served: 6, 7, 8  
School Address: 46 McKeever Place; Brooklyn, 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  
UFT Chapter Leader: Natalie Wheeler  
Parents' Association President: Merlinda Fernandez  
SLT Chairperson: Margarita Quinones  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Merlinda Fernandez  
Student Representative(s): NA  
  
CBO Representative: Habibat Yusuf

**District Information**

District: 17 Superintendent: Clarence G. Ellis  
Superintendent's Office Address: 1224 Park Place; Brooklyn NY 11213  
Superintendent's Email Address: Cellis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Borough Field Support Center (BFSC)**

BFSC: 17, 18, 20, 22 Director: Cheryl Watson Harris  
Director's Office Address: 56-19 Flatlands Avenue; Brooklyn, NY 11236  
Director's Email Address: Cwatsonharris@schools.nyc.gov  
Phone Number: 718-759-4868 Fax: 718-630-1634

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<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.
<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.
<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.
<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, students and administrators value each other.

### **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Margie Baker	*Principal or Designee	
X	Natalie Wheeler	*UFT Chapter Leader or Designee	
X	Merlinda Fernandez	*PA/PTA President or Designated Co-President	
X	Margarita Quinones	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Keron Watson	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Jacquelyn Mock	Parent	
X	WilliMae Barrington	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Leslie Adams	Parent	
X	Nigel Henry	Teacher	
X	Leilani Mabrey	Teacher	
		Staff/Parent/Other Contributor	
X	Nefta Koon	Parent	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Ebbets Field MS 352 is a middle school with 195 students from grade 6 through grade 8. The school population comprises 71% Black, 22% Hispanic, 1% White, and 3% Asian students. The student body includes 21% English language learners and 23% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-15 was 90%.

We will create an environment where our students relate and connect their education to their creativity and their creativity to their place in society and the world. This will be accomplished within a caring, respectful, proud community of students, parents, faculty and staff, who exhibit a great sense of dignity. Our mantra is simple: Everyone at Ebbets Field CARES: (Communicates, Achieves, Respects, Educates and Serves). We believe that everyone is a teacher and everyone is a learner and nobody succeeds if anyone fails. Our vision is simply stated. We are a dynamic community of learners that Cares we provide: **Curriculum** that is engaging and innovative; **Accountability** for students and ourselves; **Reflective** practices and protocols; **Engaging** learning practices that are common core aligned and help students become college and career ready; and **Systematic** structures and data streams to ensure desired outcomes.

Our mission is: At Ebbets Field Middle School is everyone is a teacher and everyone is a learner. We know, understand and believe that a successful school is one that is collaboratively built by its staff, students, parents and community. We will prepare students for success in high school, higher education and life. We will create an environment where children see themselves as successful, competent individuals who are college and career ready. Everyone at Ebbets Field works to achieve this end. We know and accept that every one's success is our success and anyone's failure is our failure. If we are to succeed -- nobody can fail. For this reason we became a Community School. We enlist the entire community to ensure our students' and our families' needs are met. We believe our vision and mission will help us to meet the following benchmarks: Continued and sustainable progress in all core subjects; increased attendance and decreased high-level occurrences.

The Framework for Great Schools is a welcome addition to our planning and development. The circle itself details the concentric relationships between Effective Leadership, Supportive Environment, Collaborative Teachers, Rigorous Instruction, Community and Family Engagement and Trust. We believe that we have made the biggest gains this year in Effective Leadership, Supportive Environment, and Rigorous Instruction. We have worked to ensure continuity and coherency across our curriculum, classrooms, and instructional teams. This is being brought to fruition through frequent and focused lesson plan checks, increased learning walks and norming and purposeful and targeted professional development. In addition, we have partnered with Sports and Arts in Schools Foundation and Triad to increase services to our students and families. We have used the social-emotional lens to decrease suspensions (both principal and superintendent suspensions) by 39 percent in 2014-15.

We are still challenged by parent engagement. We work diligently and have sponsored events that we believed would increase parent involvement with limited and uneven success. When we have a performance or awards ceremony, parents attend but not in large numbers nor is it sustainable. For this reason, we contracted with Triad Services to help us plan purposeful parental development activities and leverage meaningful participation and partnership.

Our school applied for and was awarded the Community Schools Attendance Improvement and Drop Out Prevention (AIDP) program, which will augment and drive our work through an integrated approach to social and emotional learning. Our collective belief is that improvement happens when the school reaches out beyond the confines of brick and mortar and embraces the community at large to leverage renewal. To this end, we have formed meaningful partnerships with Sports and Arts in Schools Foundation (SASF), our lead agency, service provider and coordinator of all services, the Center for Supportive Schools who provide a nationally acclaimed mentoring program, and Lutheran Medical Center (pending permits), who will provide an array of health services both at school and in the community. We are thrilled to house an on-site dental clinic for our families. In addition, Triad and Medgar Evers College will provide comprehensive parent education and empowerment services that will help parents become active participants in their child's future.

The school has clearly defined goals for improvement this academic year: They are to strengthen leadership by implementing systems for monitoring student achievement, pedagogy, attendance and professional learning. Benchmark: we will implement a minimum of five systems to monitor student achievement, pedagogy, attendance, professional learning and instruction. We are also committed to increasing student achievement across the core. The benchmark for pedagogy is rooted in student achievement. We commit to a ten percent increase in student performance from the beginning of year MOSL to the end of year of MOSL. This increase will be evident from the first to the second, second to the third and third to the final benchmark. We will also conduct meaningful inquiry, provide social emotional learning supports and rigorous instruction. We will transform parent involvement from limited and uneven to powerful and consistent. The benchmark for parent involvement is a twenty five percent increase quarter over quarter from the preceding to the current year. We will measure this increase by comparison of last year's attendance with this year's.

To transform pedagogy and student achievement, our core instructional team has triangulated data and identified trends and problems of practice. For example, the Mathematics team has identified their problem of practice as: low student achievement across grade levels on EE standards (Expressions and Equations) due to lack of pre-requisite skills or background knowledge, ability to read and understand complex problems, poor problem solving skills and lack of curricular materials. They went on to identify the root causes as: Students cannot break down complex problems into logical steps; students do not know or apply strategies correctly; lack pre-requisite skills; cannot visualize multiple ways of getting a reasonable result; do not comprehend the question or meaning of key words; lack of challenging questions and opportunities for concept building in instruction; lack of opportunities for problem solving, reasoning and connections to real world applications in instruction; minimal curriculum materials appropriate for our student population and insufficient targeted professional learning on how to best teach the concepts, strategies and use of manipulatives.

The ELA team has identified the following problem of practice: Low student achievement across grade levels on Literary and Informational Standards relating to vocabulary and structure. This is caused by students' lack of background knowledge and failure to understand the basic structure and organization of various types of text; students cannot

decode and break down vocabulary in context and inconsistently recognized the role of words, phrases or sentences and how they contributed to the text as a whole. They identified the root causes to be students lack understanding of the structure of various genres of texts and understanding how individual elements contribute to the development of the central idea; students encounter new vocabulary words but do not retain information regarding these vocabulary words.

We strive to promote a climate of high expectations. We are committed to designing and using assessments that are aligned to key standards and use curricula that is rich in student materials and supplemental and hands on learning activities that are used by all teachers by grade and department. These assessments include Common Core Learning Standards (CCLS); Baselines from SchoolNet as well as teacher designed instruments. 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.

Rich professional learning continues to strengthen our pedagogy. The staff attends a variety of in-house, district-wide and citywide workshops. These conferences facilitate quality pedagogy and they are turn-keyed to the staff at departmental and faculty conferences. In the 2015-16 school year, we will implement the common planning period during the academic day once again. We believe the inclusion of administration in all planning will ensure our staff improves their practice, uses data to drive instruction and uses strategies that support and increase academic rigor. Additionally, we are developing a targeted protocol structured as follows: data analysis, professional learning, and learning walks to monitor adult learning, immediate and actionable feedback and learning.

To support, teacher learning, we were awarded a grant from the Teacher Improvement Fund (TIF). This enabled, a teacher to be trained to become Peer Collaborative Teacher or (PCT). This teacher will work as an adjunct to administration and receive ongoing professional development through the TIF program. She has a reduced teaching program to empower her to work with faculty 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. We will continue to support teachers to become teacher leaders and models of excellence.

Finally, we have implemented expanding learning time (ELT) this year by providing five hours a week of academic instruction. This program is structured collaboratively through the Sports and Arts in School Foundation (SASF) and TL funds. Following extended learning time, SASF offers clubs to students interested in staying.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <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>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>After reflecting on tenet 3, we have identified ourselves as developing in each key area. In 3.2, 3.3, 3.4 and 3.5. While teachers design and use rigorous and fully vetted unit plans, the system through which we reviewed curriculum were not fully developed. In addition teachers met and had time to plan collectively but the planning periods were not scheduled or built in to the day and did not always include teachers from varied disciplines across the grades. Therefore, we have identified 3.2 as the key lever to improvement and focusing on this will allow us to make greater gains in student achievement.</p> <p>The first strength we wish to identify is our curricula. Based on the December 2014 Quality Review, the school is currently implementing a rigorous and coherent curriculum that is aligned to the Common Core Learning Standards by using the Expeditionary Learning, Go Math Curriculum augmented by Engage NY, Teachers College Writing Program and the Scope and Sequence for Social Studies and Science.</p>		

To add to our strengths, we meet in teacher teams to conduct inquiry, look at student work and make modifications to the curriculum and pacing. During this time, teachers discuss next steps and determine how to move student achievement outcomes forward based on their observations and work products.

The priority need we identified as most pressing is: to revamp the systems that are currently in place for data collection, analysis and evaluation to help us make strategic curriculum alignment and augmentation decisions. The system will incorporate more opportunities for us to review the data in teacher teams in conjunction with administration. To monitor this progress, we will conduct six week data cycles and maintain current data on attendance, student performance, teacher performance, and administrative systems and structures. The table below depicts the cycles for both:

**Cycles of Data Analysis, Inquiry and Progress Monitoring:**

1	September 9, 2015	October 31, 2015
2	Nov. 1, 2015	January 31, 2016
3	February 1, 2016	March 31, 2016
4	April 1, 2016	June 15, 2016

The data sets we will be using are as follows:

**Data Tracking and Progress Monitoring:**

Data Set 1 (Daily)	Student work and writing products. (I-Ready Mini Assessments) Exit Slips	Cycles: Sep. 9, 2015 -- Oct. 31., 2015 Nov. 1, 2015 -- January 31, 2016 Feb. 1, 2016 -- Mar. 31, 2016 Apr. 1, 2016 --June 15. 2016
Data Set 2 (Interim)	Mini Assessments I-Ready Module Assessments (MA); Mid unit assessment (ELA);	Cycles: Sep. 9, 2015 -- Oct. 31., 2015 Nov. 1, 2015 -- Jan. 31, 2016 Feb. 1, 2016 -- Mar. 31, 2016 Apr. 1, 2016 --June 15. 2016
Data Set 3 (Periodically)	MOSL and Periodic Assessments (6/weeks), I-Ready Diagnostics (3/ months) Unit Assessments (Math and ELA)	Cycles: Sep. 9, 2015 -- Oct. 31., 2015

		Nov. 1, 2015 -- Jan. 31, 2016	
		Feb. 1, 2016 -- Mar. 31, 2016	
		Apr. 1, 2016 -- June 15, 2016	

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

At the core of our Renewal Strategy is meaningful change. To accomplish this end, we have examined a multitude of data streams including: curricula, learning experiences, current extended learning opportunities, pedagogical practices, consistency and congruency across grades, classroom discipline, formative and summative assessment data and how these streams are used to inform our practice and communication. We looked at the Framework for Great Schools, examined trends, problems of practice and root causes. In doing this work, we were clear that we must lead change immediately. We also realized that change will not happen without clear, concise action plans. Here is our vision: All students will have access to rigorous instruction aligned to the standards, rich with hands-on and minds-on experiences and applications.

In addition, we must create learning opportunities that are aligned to the Instructional Shifts and provide students access to complex texts balanced between fiction and non-fiction, increased opportunities to write and cite texts and increased academic vocabulary. In mathematics, we will increase opportunities to focus on mathematical concepts, provide coherency across grades and build a strong foundation leading to a deep understanding of mathematical concepts, increased fluency and intensity. To make this happen, we will use research based curricula including, Expeditionary Learning, TC Writing Units, Go Math, the Chancellor's Scope and Sequence for Social Studies supported by the Houghton Mifflin Texts, Primary Source Documents, and supplemental materials like Flocabulary and NYS Science Core Curriculum for Intermediate Science (supported by Pearson and Glencoe) texts and supplemental materials from FOSS, Engineering is Everywhere and GLOBE/NASA. We are building a rigorous Arts program. Our visual arts curriculum is rich and brings in a multitude of resources from TurnAround Arts an initiative birthed in the Presidents Committee for Arts and Humanities. In 2015-16, we have hired a music teacher and created an instrumental music program. In addition we have provided a club for choral music. We continue to expand our curriculum choices and build our academic program.

We believe that this level of enrichment will provide the impetus necessary to realize our vision for renewal. All curricula will be scaffolded to support the diverse needs of our students especially those students with disabilities (SWD) and English language learners (ELL). The scaffolds we employ are many. We are especially proud of our work with Translanguaging. A City University of New York (CUNY) research driven approach to working with ELLs within which students are given a plethora of comprehensive inputs in their home language enabling them to access curriculum in the target language. We have leveraged statistically significant success in this area. We also use graphic organizers, structured feature analysis and visual and three-dimensional models to work with struggling students. To accomplish this more easily, we have purchased iPads for every student in the school. This will allow our students to access multiple representations and immediate translations. Teachers will also be able to glean assessment data in real time. Students can answer exit slips and surveys in real time. This data will allow teachers to make immediate adjustments to meet students' needs in real time. Furthermore, it will enhance and augment our Regents track. We currently offer Common Core Regents in Algebra and Living Environment.

Expanded learning time (ELT) will empower us to create learning experiences tailored to the needs of each student. We envision a system within which we will carefully break down data through item analysis and standard identification and provide targeted support for students by deficit area. We have hired ten teachers. We also partnered with SASF to provide five teaching assistants to push into our most needy classes. We have five hours of expanded learning time per week, which will be delivered to our students Tuesday-Friday in 75 minutes blocks. The ELT program is structured to address academic enrichment through innovate classes including: Book Club, Math Olympics, Drama, Global Learning Observation to Benefit the Environment (GLOBE) through National Aviation and Space Association (NASA) also known as GLOBE/NASA, Engineering is Everywhere (EIE) Regents classes in Living Environment and common core Algebra, and Visual Arts.

Pedagogy at Ebbets Field must be student-centered. There will be a mini-lesson within which teachers will provide direct and explicit instruction, followed by a work period where the teacher serves to facilitate rich discussion between students using tools like Socratic seminars, critical thought partners, graphic organizers, double journals, and interactive word walls. The majority of tasks will be tiered and will be accomplished in small groups. Groups will be formed based on data. English language learners will be provided comprehensive input in their home language so that they can access content and grade appropriate curricula. All students will be given multiple opportunities to engage in experimentation and problem solving and self and peer assessment. The administration and professional development team will work with teachers to provide higher order thinking, rigorous questioning and guided discovery.

In an effort to ensure consistency and congruency, we will continue using "This Week in Ebbets Field" in the four core areas. This basically is a blast that summarizes topics of study in each core subject for each week of the year. In addition, administration will continue to collect and analyze teacher lesson plans for key elements like alignment of standards, objectives and activities, pacing, DOK questions, ongoing assessment, exit slips, tiered activities and grouping rationales. We will collect a minimum of eight plans per week and provide teachers with immediate and actionable feedback. Additionally, each administrator will visit a minimum of three classes daily and provide actionable feedback. Teachers will also share lesson and activity plans and visit each other's room. Administration will facilitate these inter-visitations every month. We will also implement teacher-to-teacher feedback linked specifically to Danielson. This will allow teachers to support each other through the lens of Danielson and will be invaluable in informing our professional learning. This initiative will begin with the teacher leaders and expand so that every teacher has an opportunity to receive and provide peer feedback.

Assessing student learning is paramount to student achievement. We will use assessment as follows: checks for understanding embedded in lessons, observing student directed conversations, Socratic seminars turn and talk activities, student work products, rubrics; and exit slips. These data streams will be analyzed and recorded in SKEDULA; during common planning period and inquiry sessions, teachers will identify trends by class, by grade, by subgroup and will inform future instruction and curricular adjustments. CURricula modifications will be noted on the maps as well as in This week in Ebbets Field. Through this careful integration of planning, practice, assessing and revising we know we will succeed in moving student achievement. We are confident that we will be able to increase student proficiency levels and meet benchmarks set by the Office of School Renewal to increase our proficiency level in ELA and Mathematics respectively to 2.16 and 2.13 as well as a twenty percent increase in all levels moving from level 1 to level 2, level 2 to level 3, and level 3 to level 4 as measured by the beginning of year (BOY to end of year (EOY) SchoolNet Assessments in Mathematics and ELA.

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

As a result of rigorous instruction, student performance will increase by a minimum of 20 percent in all levels moving from level 1 to level 2, level 2 to 3 and 3 to 4, as measured by BOY 2015 to EOY 2016 on the SchoolNet Assessments in ELA in Mathematics. This will be accomplished by June, 2016. We will benchmark this goal by reaching a seven percent increase in all levels on the MOSL exams that will take place on January, 2016, March, 2016 and May, 2016.

### Part 4 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
We will begin implementing Teachers College Writing program that will focus on teaching students to write about information or expository writing to make sure each student writes an introduction, elaborates with a variety of	All students including	9/2015-6/2016	Principal, Humanities Assistant Principal (AP), STEAM Assistant

<p>information, organizes her/his writing, uses transition words, and writes a conclusion. Teachers will be sent out to professional learning to assist with the implementation of the writing curriculum. All teachers will receive ongoing professional learning through Teachers College to ensure that the program successfully impacts our students' expressive literacy skills.</p>	<p>SWDs and ELLs</p>		<p>Principal and Peer Collaborative Teacher.</p>
<p>The school leadership and teacher teams will continue to focus on the Implementation of the Expeditionary Learning (EL) curriculum to build students' literacy skills. This curriculum as a whole has modules that are designed to give teachers concrete strategies to address the instructional shifts required by the Common Core State Standards.</p>			
<p>We will also continue with I-Ready and introduce MyOn both online based programs designed to provide additional support for students based on the individually differentiated independent practice for all students. Our ELLs, SWDs and advanced learners will learn in a highly customized environment.</p>	<p>All Students including SWD and ELLs</p>	<p>9/2015</p>	<p>Leadership, SLT and ELA Teacher Team Team</p>
<p>This work will be augmented by individual remediation and targeted computer assisted instruction that will take place during the day and at home using computer assisted instruction through I-Ready and MyOn.</p>	<p>ELLs</p>	<p>6/2016</p>	
	<p>"</p>		<p>Principal, Assistant Principals, Community Schools Director (CSD) Teachers</p>
<p>Our social studies curriculum will still be taught using the Holt McDougal texts and a variety of primary source documents to augment the Chancellor's Scope and Sequence, we will enrich the curriculum through the use of tablets. In addition, Social Studies will be infused with the Arts. This will happen through a partnership with TurnAround Arts. We will use dramatic play, theater, visual arts and music to bring history to life and give our students a working knowledge of the content. This will be a major focus of reform in this area. In addition, we will be expanding our classroom libraries through the Renewal Program.</p>		<p>11/2015</p>	
<p>Finally, we will schedule a literacy period, five days a week, that will take place after lunch. We will follow this agenda: Students will self-select books and read for fifteen minutes. To focus their reading students will choose a question from a question bank that is linked to the standards; they will write for ten minutes to construct a response to their reading, and the remaining time will be dedicated to word work. Students will identify three to five words or phrases that they found challenging and create a glossary to determine meaning.</p>	<p>Students PR ELA &lt;1,69 to 2.29</p>	<p>6/2016</p>	<p>Assistant Principals, Teachers and team leaders</p>
		<p>(Iready 9/15-6/16</p>	<p>Assistant Principal Humanities, Teacher Leaders</p>





<p>strategies, appreciative inquiry into the City Wide Expectation and Instructional Shifts, challenges of the Common Core, Asset Based Thinking and Appreciative Coaching. This will be accomplished through workshops, meaningful trips to specialized high schools and Institutions of Higher Education and linkages to Basic Education, GED and community based college programs.</p> <p>In addition, our Parent Coordinator (PC) and Community Schools Director (CSD) will work to ensure that parents are informed and empowered through monthly calendars and data repository programs like SKEDULA.</p>	<p>All Parents</p>	<p>9/2015 6/2016</p>	<p>Triad Services</p> <p>Principal, Community Schools Director, Parent Coordinator, Americorp Worker</p>
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**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resources: Administration, teachers, paraprofessionals, tutors, and volunteer.</p> <p>TRIAD, Parent Coordinator and CSD to support parent empowerment activities.</p> <p>TurnAround ARTS, TC and Globe/NASA consultants to support curriculum and professional development;</p> <p>IPads to support Computer Assisted Instruction (CAI) and independent work; common planning.</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>We will collect data and track our progress every November, February and April. The data streams we examine will include: curricula updates and adjustments, lesson plans and work products, attendance sheets at parent events, Advance Data and internal structures like lesson plan analysis, et. al.</li> </ul>

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <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>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>After reviewing multiple data streams, we identified ourselves as developing in 5.2, 5.3, 5.4 and 5.5. We are developing because even though we have begun working to support and sustain social, emotional and developmental health and academic success, we have not fully developed systems to monitor such nor have we developed a common understanding as to how to sustain and coordinate these efforts. Because of this, we have identified SOP 5.5 as the key lever to drive our improvement efforts.</p> <p>We have examined our strengths and recognize that our staff is beginning to see the relevance of how their contributions impact the school environment. This is huge and will greatly impact climate. We have recently begun to work on a research based program of Restorative Circles and TAC-D which will provide our teachers with an array of techniques to aid in de-escalation and alternatives to suspension. We have used in house systems like Student Support Services Team (SSST) and Student Success Committee to support the use of data and respond to the needs of students but it has yet to be fully routinized to inform our practice; and we have examined data to identify needs and brought in a number of resources to address our students’ social-emotional needs.</p> <p>One of our greatest challenges is that we have a large number of ELLs (21 percent) and SWD (23 percent). This is made more challenging by our students who are SIFE (5 percent) and others in temporary housing (15 percent). We need in</p>		

and after school programming that provide strong academics as well as social-emotional supports to address their multi-faceted needs.

Another challenge we face is that many of our parents are not fully empowered to actively partner in their child's education. We must create real opportunities for our parents to participate, understand and comprehend their children's performance and take the steps necessary to ensure academic growth and success. This will happen through a systematized and coordinated effort. This is supported by our most recent Quality Review of December 2014.

Our priority need in this area is 5.5. We must focus an immediate effort to support the integration and coordination of structures to use data to respond to student social and emotional developmental health needs.

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The Renewal Committee envisions Ebbets Field Middle School to be a school where all students feel safe, supported and challenged by their teachers and peers. A school where students engage in rich discussion and conduct meaningful and student directed inquiry; a school where paraprofessionals, guidance counselors, teachers, and peers engage in reading circles, restorative circles, peer-to-peer thought partners, critical friends and hands-on/minds on learning. A school where partnerships support the academic, social emotional and recreational needs of students and their families while providing enrichment programs and clubs that support students' critical thinking and analysis skills. A school where you will find peer counselors engaged in mediation, peer group connections and mentors, parents engaged in adult learning, and teachers engaged in peer-to-peer evaluation.

A school where there is an active student government with a vital Service Learning program. We envision a school where social emotional growth is taught explicitly and implicitly through a coordination of services and frameworks, including TAC-D, Positive Behavior and Intervention Services and Restorative Circles. A school where counseling is seamless, targeted and embedded into the academic day and evening, both in school and in the community. A school that provides counseling that is tailored to meet the ever-changing social emotional needs of the student and family. A school committed to working collectively to ensure social and emotion growth. A school where students, parents and teachers use data to ensure that all students are happy, successful and positive about their chances to be college and career ready and be on a trajectory to academic and social success. A school where every stakeholder is safe, supported and excited about being in school. A school where chronic absentees return and attend with regularity and are welcomed through the restorative process and provided with daily check-ins, counseling and incentives to keep coming back to school. We not only envision this supportive environment, we are deeply committed to bringing it to fruition

## **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Through the coordination of social, emotional, academic, and health services that strategically target student needs, we will decrease the number of all incidents by 10 percent as measured by the NYC On-line Occurrence System (OORS). This will be accomplished by June, 2016. We will benchmark that data by monitoring OORS December, February, April and June. If on track we should be trending at or below 10 percent of the 2014-15 year.

#### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>We will implement Restorative Practices and the D-17 TAC-D Strategies. Through this initiative, all school stakeholders will be invested in implementing and sustaining a common vision for behavioral norms. We will employ research based practices to engender a climate of supportive practices that promote respect and a shared and common vision of lifelong learning practices. In addition, we will implement PBIS.</p>	<p>All students including ELLS and SWDs</p>	<p>9/2015 to 6/2016</p>	<p>Administrative Team, Guidance Counselor (GC), SASF and Community School Director (CSD)</p> <p>Partnership for Children and Ramapo.</p>
<p>We will strengthen parent involvement by:</p> <ul style="list-style-type: none"> <li>• Identify parent leaders through our PTA Executive Board and teachers. These “parent networks” (five to ten strong parents) will work to develop stronger school wide programs. These parents will attend PTA meetings, parent education programs and build relationships with the entire school community. They will provide meaningful feedback into how our in-house systems can be improved. These parents will recruit additional parents to attend meetings and structured school activities.</li> </ul> <p>* Our lead agency will identify a CBO to provide workshops and referrals to entitlement counseling including:</p>	<p>All families including ELLS and SWDs</p>	<p>9/2015 to 6/2016</p>	<p>Administrative Team Community School Director (CSD) Consultants, AmeriCorps Worker</p>

<p>Medicaid, Food Stamps, AFDC and Public and Affordable Housing as well as Immigration and Legal Services when necessary.</p> <p>• TRIAD Services will provide workshops on critical topics that empower parents to participate fully in their children's future.</p>			
<p>We know and understand that our students and their families face many challenges that must be addressed. We will implement a gestalt of services to accomplish this end. We will:</p> <ul style="list-style-type: none"> <li>• continue and enhance our partnership with the Interboro Psychiatric Program who will link parents and identified students to critical mental health services through a an array of service providers.</li> <li>• Lutheran Medical will provide free dental services to parents and students through a site based clinic that will open during the 2015-16 school year.</li> <li>• Partnership with Children will provide a Behavioral Consultant that will establish a culture where Restorative Circles is a habit of mind that promotes healthy decisions and social emotional development.</li> </ul>	<p>All students and families including ELLS and SWDs</p> <p>“</p> <p>“</p>	<p>9/2015 to 6/2016</p> <p>TBD (permits)</p> <p>Nov 2015</p> <p>June 2016</p>	<p>Administrative Team and CDS, Consultants, AmeriCorps Worker</p> <p>AP Guidance, CSD, Guidance Counselors</p> <p>APs, CSD, and Parent Coordinator</p> <p>APs and Community Schools Director</p> <p>“</p>
<p>Through Ebbets EATS we will continue to reward our students and families. We will create multiple award ceremonies and opportunities to celebrate good behavior and attendance. This process will be structured to ensure that we are continually reinforcing: Attendance, Behavior, Class work and Discipline (ABCD). These rewards will be both long and short term in scope and sequence and will include:</p> <ul style="list-style-type: none"> <li>• Ebbets Eats (weekly assembly for student who demonstrated positive class and attendance.)</li> <li>• Monthly Attendance Ceremonies and Student of the Month</li> <li>• Quarterly Academic Ceremonies linked to report cards, Honor Roll and Arista)</li> <li>• End Term Trip</li> </ul> <p>In addition, we will use the Center for Supportive Schools Peer Guidance and Mentoring program to empower selected 8th grade students to serve as mentors and examples of excellence to the incoming 6th grade. The peer mentors will work diligently to assist their younger</p>	<p>All students and families including ELLS and SWDs</p>	<p>9/2015 to 6/2016</p>	<p>Administration, CSD, Student Success Team and SSST</p> <p>Center for Supportive School Consultants and OYSD Partner</p>



## **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will examine attendance and OORs data monthly to ensure that we are on track to decrease OORS incidents by a minimum of ten percent and attendance is maintained at a minimum of 90.4 percent. We will include this tracking in our Progress Monitoring Agenda for December, February, April and June.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <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 this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>We have reflected on our strengths and looked at data streams. In doing so, we identified ourselves as Developing in Priority Areas 4.3, 4.4 and 4.5. Even though we have identified ourselves as developing, we are not without strengths. According to the AIR report, our teachers have a high level of trust between them and are open and willing to work together to discuss areas in need of improvement and ways to reach all student learners. Another strength we have identified is our teacher peer instructional coaches. Under the Teacher Improvement Fund grant we have developed a teacher leader who serves as peer collaborative teacher or coach for the school. Additionally, these positions are strengthened by the Teacher Leader program which establishes a lead teacher in ELA, Social Studies and Science. These teacher leaders attend outside professional development, turnkey it, and lead professional development in their content areas. The Peer Collaboration Teacher (PCT) and teacher leaders prepare weekly curriculum calendars called, “This week in ELA, MATH, Social Studies, and Science.”</p> <p>Although respondents on the annual NYC survey Teachers indicated that they felt that their classroom practices were inclusive and culturally sensitive, on the Survey of Enacted Curriculum teachers acknowledged that they needed more supports and training on a multitude of strategies to support the learning of SWDs and ELLs. Respondents also indicated that we have not crafted a plan to address the needs of high performing students.</p> <p>A priority need that we have identified based on the information from the Survey of Enacted Curriculum and the supports and the interviews featured in the Supports and Structures report stated that teachers want additional strategies to support a variety of learners which means that there is a need for additional teachers to receive outside professional development. To address these needs we have identified SOP 4.5 as the key lever to renewal. As such, we</p>		

will use it to inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources.

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The Renewal Committee envisions a school where teachers have multiple opportunities to engage in meaningful collaboration. A school where the program has multiple periods dedicated to collaborative work. A school where teachers use research based protocols and examine multiple streams of data to inform teaching and learning. A school where there are well-developed structures to adapt the school wide curriculum and ensure student engagement and increased depth of knowledge. A school where our instructional focus: Increasing comprehension by deepening students’ experiential background while increasing their academic vocabulary is evident in every lesson and classroom. A school where teachers use Socratic seminars to deepen students’ learning and engage them throughout the lesson in critical thinking about the “big ideas.” A school within which questioning and discussion is rich and evident in every classroom and lesson. A school where teachers work collaboratively to expand curricula and create increased opportunities for metacognition and students’ prior knowledge to ensure that students learn more deeply.

A school where teachers use social issues in alignment with the school’s Social Studies and Science curriculum to form topics for argument and academic discourse. This information will be shared with our CBO SASF to inform our school’s Debate team. A school where teachers collaborate on lessons, units and curriculum to ensure that all learners’ needs are met. A school where each teacher creates a classroom marked by respect and rapport, through a mutually developed set of behavioral expectations that is collaboratively established. A school where there is a uniform system of rituals and routines in every classroom. A school that sets behavioral expectations consistent with city and school wide policies, based on a students’ needs, abilities and circumstances. A school where teachers use multiple data streams to guide instructional decisions like exit slips, questioning, student work products, departmental exams, conference notes and observational data. A school where teachers examine data for trends across disciplines, grades and schools.

A school that uses community educators and partners to support a collaborative teaching environment. Partnerships that provide tutors in Mathematics and ELA; partners who train upper class man to serve as mentors and tutors to incoming students; a school where partners provide enrichment materials and lead book studies, literature circles and adult learning. A school where the Arts are infused into curriculum areas to ensure multiple points of entry and lives up to the meaning of liberal arts education. A school where assemblies are used to target students’ academic, health, and socio-emotional needs. Finally, a school where parents are continually informed about their children’s progress relative to the Common Core Learning Standards, Instructional Shifts and social emotional learning.

## **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

As a result of teachers using data to inform planning and foster student participation in their own learning process, we will increase the number of students performing at level three by 15 percent as measured by the NYS ELA and Mathematics Exams. This will be accomplished by June 2016.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>All Departments will have one common planning period of 72 minutes every week to plan with their colleagues. This work will follow a cycle of inquiry using the Surfacing the Gaps and Turning Data into Actionable Information Protocol.</p>	<p>Teachers by Department</p>	<p>Sept., 2015 Jun., 2016</p>	<p>Principal, APs, PCTs, Teacher Leaders</p>
<p>Bi-monthly, data analysis meetings to examine the impact of teaching and learning and analyze our pass/fail rates, pedagogy techniques and impact on student learning. This data will be used to inform instruction, professional development and curricular decisions.</p>	<p>Teachers</p>	<p>Nov. 2015, Jan., Mar., May. 2016</p>	<p>“</p>
<p>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.</p>	<p>Teachers</p>	<p>Oct., 2015 Jun., 2016</p>	<p>“</p>
<p>We will make greater use of the inquiry cycle. As a result of our collective inquiry and study to assess our ability to move teaching and learning, with an emphasis on advanced learners, SWDs and ELLs, we anticipate a 5 percent growth in student readiness as measured by formative data like exit slips, formative assessments, benchmarks.</p>	<p>Teachers</p>	<p>Sept., 2015 Jun., 2016</p>	<p>“</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will commit Title I and Tax Levy funding to absorb the costs of the common preparation periods. We will use the Turning Data to Actionable Information and Surfacing the Gaps Protocols to make meaningful changes; we will tap in to TRIAD to provide a Peer Mentoring Structure to assist struggling teachers.											
<b>Part 5b.</b> 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Teachers will meet monthly in content teams to analyze data from the MOSL, exit slips, student writing and work products and MOSL assessments. Teachers will chart student data to identify growth, common trends and areas of concerns. Planning meetings will be held to determine gaps in instruction, curriculum, pacing, and next steps. If successful, there will be a 15 percent increase from level 2 to 3 as measured by the State ELA and Mathematics examinations. This data will be bench marked based on our students' performance on NYC MOSL examinations. Student performance data will be extracted, immediately following the MOSL administration in January, 2016, March, 2016 and April 2016.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <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 element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>We realize that in the spirit of RENEWAL, we must be honest and make significant and immediate improvements in systems and structures that will support student achievement. We reflected long and hard in this area and decided to evaluate ourselves as developing in 2.2, 2.3, 2.4, and 2.5. The reason we chose developing is while we have examined data and made decisions, we have not engaged in a systematic mechanism to objectively examine multiple data streams and make informed curricular decisions. We have not systematically used the data from the Advance or the APPR to lead our professional learning and we have not engaged in a systematic program of progress monitoring. We have made strides but have to go further. As a result we have identified SOP 2.5 to be our key lever in driving our improvement effort. In reflecting upon teacher statements from the AIR, the leadership must be more visible in classrooms to support them in their practice. Leadership's presence must be supportive as well as evaluative and teachers must engage in collegial conversations about their practice. In addition, teachers must be given immediate and actionable feedback.</p> <p>The strengths that we will leverage to support these areas of improvement are: The School Leadership Team which is highly collaborative and functional; the student program to effectively support student achievement by providing double period blocks for literacy and mathematics and the remaining core where possible. We have a professional development team and collectively drafted a professional development plan. We held professional development sessions every Monday and the vast majority led by teacher leaders.</p>		

The priority need identified is to focus our attention on supporting teachers in the areas of 3B and 3C which respectively reflect student engagement and questioning and discussion. We must be explicit in our feedback and it must be actionable. We must become more purposeful in our data collections systems and use these findings to inform instruction at a classroom level curriculum at a school wide level. Finally, we must develop a common language of instruction and understanding of best practices. These are priority areas within which leadership must have and maintain a laser-like focus that will enable us to effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices in student achievement, curriculum and teacher practices, leadership development, community/family engagement, and students' social, emotional developmental health.

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The Renewal Committee envisions Effective Leadership to be realized through clear, consistent and high expectations. A team who uses the budget and program consistently to support students, teachers, and families through data-driven and strategic planning that is monitored carefully throughout the school year. A team led by the principal who clearly and regularly articulates this shared vision and mission, school wide goals for student achievement to the entire school community through: Weekly Memos, Newsletters, Departmental Meetings, and Feedback from Learning Walks. A school where the vision, mission and instructional focus will be embedded in all practices from instruction, lesson plan review, and lesson structure to professional learning opportunities, parent involvement activities, and social emotional learning products.

We envision, the Principal, School Leadership Team and administrative cabinet to work collaboratively and frequently to examine data and set priorities and benchmark those priorities so that they positively impact teaching and learning and make the instructional focus transparent. We envision leadership that will communicate our findings and generate buy in by all school stakeholders.

We envision the school leadership to continually use the program to ensure that student needs are systematically met in a safe and supported environment. The program will have sixth grade advisories that are co-programmed with an eighth grade Peer Group Connection class. This program comes to us from the Center for Supportive Schools and is a nationally recognized mentoring program. In addition, ELA and Mathematics classes will be extended by two periods a week to accommodate the addition of the Teachers College Writing Units and every day we will engage in a literacy period after lunch where students will choose any text to read, respond to prompts and engage in word work. In addition, teachers will be programmed to meet with their peers in grade and departmental meetings on a weekly basis. This will ensure a highly structured system of planning and developing our curriculum. We will set clear departmental benchmarks, follow a clear and deliberate cycle of inquiry and build in a system of accountability.

The leadership has carefully reflected on the observation process and our systems of feedback. Based on the AIR, teachers feel that the evaluation process needs to be more transparent and cooperative. The school leader has carefully analyzed this finding and has committed to ensuring that all administrators will conduct a minimum of three classroom visits per day. These visits will focus on a specific lens (i.e. Student Engagement, Tiered Activities and Multiple Points of Entry, Question and Discussion Techniques and others.) Each teacher visited will get feedback within 48 hours detailing what was observed and we will engage in discussion to come to a common understanding of the observed activities, instructional goals and student outcomes. The administrator will provide the teacher with high leverage action steps to improve her/his practice and student achievement. The Instructional team (Principal, Assistant Principals, Peer Collaborative Teacher will unpack and correlate their findings, identify trends, leverage next steps and design high quality and targeted professional learning to ensure constant improvement. After professional learning has taken place, we will walk to see that the practice is put into place and assess its impact on student learning and rigorous instruction.

We will develop a system of shared accountability with our partners through the following mechanisms:

- By November, the Community School Director will write a weekly bulletin detailing attendance, student progress, and incidents. This data will be collected from SKEDULA and DDC, OORs and ATS
- The weekly memos will be shared with the school community as a whole but will be examined and analyzed by the following committees: SSST, Student Success Summit, Instructional Cabinet, PD Team and The Advisory Team.
- Each committee will be responsible for examining the data and looking at what supports exist and which services can be put in place to impact the findings.
- Each team will maintain a spread sheet focusing on designated students that shows areas of concern, services put in place, referrals and findings.
- All spread sheets will be analyzed by the Cabinet inclusive of the CSD and will be carefully monitored for impact.

Effective leadership mandates that the Principal shares accountability. The Assistant Principals (APs) will have specific assignments. . One AP will supervise the content areas of Mathematics, Science, Health and physical Education. She will also supervise Special Education compliance, Guidance and Discipline including TAC-D and Restorative Circles. This AP will also Chair the Safety team, the SSST, and Student Government Activities. Finally, she will maintain all school wide trips. The other AP will supervise the content areas of English Language Arts, Social Studies, and Electives: Art and Music. In addition, she will be responsible for services to English language learners, professional learning, and graduation. The Community School Director will be responsible for the coordination of all CBOs, Student Success Summit, Data Maintenance, and the point of access person for after and before school activities.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

As a result of these systems and structures, a minimum of 70 percent of our teachers will be rated as effective or highly effective in Danielson's domain (3C) Student Engagement and 3B (Questioning and Discussion) as measured by Advanced data. This will be achieved by June 2016.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>To accomplish this end, we will:</p> <p>Explicitly state our goals for student achievement, professional development, parent and community engagement and the Community Schools Program.</p> <p>The Administrative Cabinet and the School Leadership Team (SLT) will work together to organize, programmatic, human and fiscal capital resources. We will carefully align resources to meet our students’ academic, social, emotional, health needs; our faculty’s professional development needs and our community’s overall needs.</p> <p>The SLT and Cabinet will work together to develop a system to effectively examine the impact of all systems and structures to improve critical practices in the areas of student achievement, curriculum and teacher practice, leadership development, community and family engagement and social emotional learning, on a monthly basis.</p> <p>Implementation of the following regular and structured systems of improvement: Lesson Plan Collection, Learning Walks and Feedback, and Professional Development Plans using the lenses of student engagement, tiered activities and multiple points of entry, and scaffolds for ELL and SWD.</p>	<p>ALL</p> <p>School stake holders</p> <p>All school stake holders</p> <p>All teams and systems</p>	<p>Sept. 2015</p> <p>June 2016</p> <p>Sept 2015</p> <p>June 2016</p> <p>Sept 2015</p>	<p>Principal,</p> <p>Assistant Principals</p> <p>Community Schools Coordinator</p> <p>Principal, APs and School Business Manager</p> <p>Principal, APs, CSD, PCT</p>



We will leverage the time of the Principal, Assistant Principals, Director of Community Schools, Parent Coordinator and Peer Collaborative Teachers to reach these goals. Because, our PCTs have time built in to their schedules to provide professional development, no schedule adjustments will be necessary. We will commit the resources of SKEDULA, IReady, EL and TCWP and Go Math progress indicators to ensure that this annual goal is met.

**Part 5b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will meet monthly to analyze our lesson planning and observational data to ensure that we are on track to improve questioning and discussion and student engagement. We expect that a minimum of 70 percent of all teachers will be rated effective in the areas of 3B and 3C every month as measured by Advance Observational Data. This progress monitoring will begin during the month of November and will continue every month; A full progress monitoring report will be generated during the Months of January, 2016, March 2016 and May 2016.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	P
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <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>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>After analyzing the results of how our school has performed under Tenet 6, we see that our practice in 6.2, 6.3, 6.4 and 6.5 lies within Developing. This is based on the following data points: We have a calendar that goes home to parents on a monthly basis as well as robodials, but we have not engaged in regularly scheduled parent activities like Tea with the Principal and such. Parents do receive phone calls to inform them of their children's progress but we have not scheduled regular parent information sharing around the instructional shifts and CCLS. While we have CBOs in place, we have not leveraged them at PTA meetings to teach parents about the nuances of Social Emotional Learning and how it impacts student performance in middle school. Armed with this data, we have decided our priority need is Tenet 6.5. We feel that by increasing two-way communication and committing to involve our parents in data sharing and education, students, we will be effective in all areas of Tenet 6.</p> <p>Our strengths are as follows:</p> <p>According to the most recent Parent Survey, 94 percent agree or strongly agree that they would recommend our school to another parent. In addition, 73 percent of those surveyed have spoken to school representatives about their child’s progress five or more times in an academic year. Strength is we have implemented computer program called Pupil Path and Skedula that allow parents real-time access to their students’ progress and achievement with regards to both academic and behavioral performance. 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 is well valued as the hub of information and support for parents</p>		

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.

Our priority need is that the vast majority of our parents have not been involved in school activities with the vigor necessary to enact meaningful growth in their children's performance.

This is supported by our last QR which stated:

- Parents shared that individual student needs are inconsistently shared.
- Most parents had very limited understanding of the Common Core Learning Standards expectations and its connection to their children's academic achievement.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

We envision a school that has strong Family and Community ties. A school where all parents and stakeholders feel welcome and have the linguistic and cultural supports necessary to access all school wide data. We know that community linkages are paramount to our success. We envision a school that embraces the notion that all members of the community are a vital and integral part of the school's success. We envision a school that welcomes families and provides them with a comprehensive array of social services—A school where all stakeholders are involved in the process. A school where the family and community knows about all school and community programs through meaningful quarterly newsletters and receptions.

We envision a school where the Community School Director, Parent Coordinator and PTA work together as partners to coordinate a plan for parent action. A school where parents are seen as partners in this process and are engaged and empowered. We see a school where parents are informed and excited to learn more about the Common Core Learning Standards, Citywide Instructional Shifts, College and Career Readiness, and the adolescent in the urban setting. We envision a school where open school nights are led by students and planned by the community. A school where all community services are highly coordinated and parents have meaningful voice. A school where parents have dedicated spaces to work and learn, plan and implement and become empowered and involved.

We envision a school where parents inform teachers about their children needs and engage as learning partners to ensure our students meet the demands of the grade and are prepared for college and career. A school where parents take advantage of a variety of offerings provided through the community school initiative. A school where parents attend basic education, General Equivalency Diploma (GED) and English as a Second Language (ESL) classes in a coordinated manner strengthening their ability to act as partners in their child's education.

### Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By the end of June, 2016, we anticipate parent involvement to increase by 25 percent (excluding open school night as they are traditionally well attended) as measured by attendance at parent events. This will be measured by parent sign-in sheets.

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### Part 4 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Host a minimum of one book club quarterly for parents and students featuring texts rich with information to improve background knowledge and vocabulary. Focus on at least two books that are available in multiple languages (Spanish, Haitian Creole, French, Arabic);</p> <p>Hold a minimum of two Word Play evenings for parents and students using high interest games like: Taboo, Pictionary, Scrabble, Jeopardy. MadLibbers.</p>	<p>All parents and students including ELLs and SWD</p> <p>Parents, students including ELLs and SWDs</p>	<p>11/2015 to 6/2016</p>	<p>Administration, Peer Collaborative Teachers, Community Schools Director, Parent Coordinator, and targeted teachers</p> <p>"</p>

		12/2015	
		6/2016	
<p>Host a minimum of six parent workshops/trips (multiple languages) relating to the Citywide Instructional Shifts, college and career readiness and the expectations of the Common Core Learning Standards (CCLS). Share all student data with impacted families.</p> <p>Provide at least two comprehensive health and wellness programs within the school for parents and community stakeholders. This will include blood pressure, audiology screenings, mammograms, diabetes screenings, and others)</p> <p>Host an annual Community Job and Housing Fair open to all parents and community stakeholders.</p>	School parents and stakeholders.	10/2015 6/2016	Administration, CSD, CBOs Triad, Parent Coordinator and Americorp worker
<p>Create curriculum nights where a school wide curriculum is explained and the research proven practices are revealed to our parents. These overviews will include: Expeditionary Learning, Teachers College Writing Program, Engage New York, GoMath and the GLOBE/NASA Science Program.</p> <p>Host two student led conference nights. Students will prepare a detailed list of their individual strengths and weakness and a plan for meeting the standards relative to their grade in their core subjects. They will lead the conversation between parents and teachers.</p>	All Parents and Community Stakeholders  All Parents  Students and stake holders	Sept 2015 Dec 2015 Feb 2016  Apr 2016   Nov 2015  Mar 2016	Administration, CSD, Triad, Parent Coordinator Peer Collaborative Teacher and Americorp worker       Administration, CSD, Parent Coordinator, Peer Collaborative Teacher and Americorp worker
Partner with Medgar Evers College to ensure that all parents who wish to be enrolled in basic education, GED and ESL classes are processed as expediently as possible. In addition, all parents looking to enroll in MEC as an undergraduate will be supported through the process from application to acceptance.	All Parents, Community Stakeholders	Oct 2015 Dec 2015 Feb 2016 Apr 2016	Community School Director; Parent Coordinator; Americorp Worker

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will use the services of the Community Schools Director, the Instructional teams and consultants from TRIAD and Medgar Evers and curricula partners to achieve this goal. These items will be scheduled into the school calendar and will be well-publicized. Parents who attend will be provided with Metrocards and refreshments. Books and related instructional supplies will be supplied by the school.

**Part 5b.** 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 SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Community School Committee will meet monthly to monitor implementation of programs, collect data and identify trends and problems in practice and make mid program adjustments to ensure success. This will be done in collaboration with the school administration and the Community School Director. We will measure this by parent attendance sheets and feedback forms. These data streams will be analyzed and recorded during our January, 2016, March, 2016 and May, 2016 Progress Monitoring sessions.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
As a result of the extended learning program, student performance will increase by a minimum of 30% moving from level one to level 2 as measured by BOY 2015 to EOY 2016 on the School Net Assessments in ELA, Mathematics, Social Studies and Science

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
NA				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
In order to offer a range of activities that capture student interest and strengthen student engagement in learning to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation, the ELT program at Ebbets Field Middle School will be implemented four days a week Tuesday to Friday, from 2:40 p.m. to

3:55 p.m. In partnership with Sports and Arts in Schools Foundation (SASF), we will create an environment where children will grow up to be healthy, college and career ready contributing members of their community by providing quality, sustainable programs. Common Core learning focused programs and hands-on learning opportunities will engage students in their intellectual growth and achievement. The goal is to promote and integrate creative thinking and problem-solving into the instructional program across all common subject areas and grade levels. Using Engineering is Everywhere, Teachers College, TurnAround Arts and Global Math and Science, teachers will develop and implement inquiry-based learning activities for students that include both in classroom and community based learning experiences. These activities will be seamlessly integrated into the regular school day.

To actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting, new content areas and opportunities will be offered to students: there will be book circles on each grade level, robotics, drama and visual arts, as well as homework help and AIS through direct teaching and small group instruction. The focus will be project based, students engaging in inquiry using the Science and SS exit projects as models for math and ELA. Students will be engaged in Social and natural science studies surrounding real world applications of mathematics and ELA standards.

Regents preparation will be provided in Math and Science for advanced students, using a variety of resources. Our ELT Program contains these components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. The primary role of SASF will be to fully partner with us by providing five teacher assistants in classes with the neediest students, help to fund the Engineering units and robotics programs and provide arts education to students to enhance their academic development, and help them become creative and productive students.

Instruction in all these areas will be focused on ensuring that students learn to ask questions and cite evidence to answer questions. The additional hours for the Extended Learning Time are mandatory. We will ensure participation by using our Community School Director, Parent Coordinator and Americorp worker to share data with parents and engage them in the process through academic celebrations like Author's Chair, Art Galleries, Performances and Readings, etc.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The Extended Learning Time (ELT) program will be overseen by the administration including the Principal and Assistant Principals. In addition, personnel from Sports and Arts in Schools Foundation (SASF) will be integral members of the team.

The school will hire a minimum of ten teachers to assist us in implementing the program. Our community partners bring a unique strength to the table as follows:

Sports and Arts in Schools Foundation (SASF) will provide

- Coordinaiton of all CBOS, time keeping and clubs
- ELA, Math and Science enrichment
- Leadership, Character Education and Enrichment (Chess, Debate, Robotics, Journalism)

Center for Supportive Schools (CSS)

- Peer Mentoring and counseling
- Academic Guidance and Support

The scope of involvement of our community partners is integrated throughout extended learning time. We have used them to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. New content areas and opportunities will be offered to students. There will be book circles on each grade level and academic enrichment clubs like: robotics, digital arts and programming, drama and performing arts. In addition, our community partners will help us provide academic intervention services (AIS) through direct teaching and small group instruction. Our community partners will assist us in developing project based learning, student inquiry. Students will be engaged in social and natural science studies surrounding the real world applications of Mathematics and ELA standards. Accelerated students will experience Regent’s prep in Math and Science. Our ELT Program contains opportunities for enrichment programs like music and art. The primary role of SASF will be to provide arts education to students to enhance their academic development, to be creative and productive students through teamwork.

In order to evaluate the effectiveness of our partnerships we will track data like: number of students that graduate and attend choice/specialized High Schools or the percent of youth, by subgroup, who participate in before and after school programming. As well as other data streams such as: attendance records, OORS, Referrals for social services, and progress in performance band movement on ELA and Mathematics benchmark assessments.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

This program will start in September 2015 and end in June 2016.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources include eleven pedagogues, school administration and collaborating cbo’s, I-Ready, SeaPerch, Engineering is Everywhere Unit: Urban Run-Off and Regents' Work

In order to facilitate this program we will extend our school day 2:40 to 3:55 p.m. Tuesday through Friday. The schedule is as follows:

All students Monday: 8:20 to 2:40

All students Tuesday -- Friday 8:20 to 3:55

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

## **Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will evaluate the program every six weeks during a joint ELT/Cabinet to assess impact on student achievement. Using January as our mid-point benchmark(s) that will indicate school progress toward meeting using I ready assessments every six weeks, we are looking for a 30 percent decrease in level one on each assessment.

Teachers and administration will use the data provided to set goals for individual learners and differentiate instruction based on the data. Teachers and administration will analyze data bi-weekly to determine individual strengths and deficits and make program modifications. Progress will be monitored using Skedula and SchoolNet and will make data available to all stakeholders, particularly parents via Pupil Path. Additionally formative assessments such as conferencing logs, exit tickets, and student work products will be gathered and examined at regularly scheduled progress monitoring sessions: December 2015, February 2016, and April 2016.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By the end of June, 2016, we will develop a minimum of five strong partnerships that will serve as active service providers and decision makers in our school. This will be measured by attendance sheets, programs and their respective integration throughout the school community.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The Community Schools Program will serve every student and family in the Ebbets Field community. While everyone will be served, services will be customized to meet the specific needs of targeted populations like:

- chronic absentees and students at risk of becoming chronic absentees,
- students in need of counseling and psychiatric services,
- students in need of tutoring services and intensive academic supports

In addition, families will utilize services in much the same way. All families will receive workshops and family empowerment programs while some will receive targeted counseling financial, emotional and educational. As needs are identified, stakeholders will be referred to services so that needs are met in a coordinated and continuous manner.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

To meet the requirements of becoming a Community School in the School Renewal program, Ebbets Field Middle School has partnered with SASF to be our lead CBO. The key expectation of the Community School Program is to harness the collective strength of the community to meet the multifaceted needs of every student and every family

we serve. We have hired a Community School Director who has already conducted a needs assessment and has begun working with the school community to retain and coordinate partnerships that will meet the needs of our school community in its entirety. This work will be evaluated and expanded upon throughout the year. We will conduct monthly asset mapping checks and assess how each group is providing services to our team. This will be accomplished through the Monthly Advisory Team meetings.

The community partnerships will be personalized to meet the needs of all students and families. This will be accomplished through coordinating the efforts of each of our service providers. We have enlisted SASF as lead agency. They will coordinate all services and be responsible for spearheading our instructional agenda through identifying and providing supports to our school community. These supports will include: tutoring, attendance monitoring and behavioral incentives, and entitlement counseling. They will be the key community provider in the extended learning and after school recreational and leadership programs. Following ELT, they will provide enrichment programs like Leadership, Chess, Debate, etc. The Center for Supportive Schools (CSS) will provide a nationally recognized peer mentoring program entitled the Peer Group Connection and partner with us to make it come to life. Through this program, selected 8th graders will serve as peer mentors to guide incoming sixth graders through middle school. Interboro Psychiatric Services will provide on-site psychiatric services and referrals to an array of community health providers. Lutheran Medical will provide dental care on site and establish a dental clinic. We have enlisted Triad Services to deepen our parent involvement and help parents understand the challenges of the core curriculum, instructional shifts and how to become meaningful partners in their child's education. These services will be embedded throughout the day and will extend into evening.

We are very excited and committed to becoming a model of excellence and fully realize "partnership." We will continue to build a school that welcomes all parents and community stakeholders. This will be evident in all aspects of parent programming. We will always communicate in clear and concise language that is translated into our parents' home languages. We will ensure that all parents receive a monthly newsletter as well as calendar to ensure that parents are completely informed of all school-wide programs as well as provided with many opportunities to participate in the decision making process. We will also host monthly forums that will address critical aspects of public education including the City Wide Instructional Shifts, Common Core and social emotional learning.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community School Director will implement and oversee the Community Schools Program. Additional school based staff and community partners that will assist in this process will be the Parent Coordinator and TRIAD Services to assist with the parent empowerment. The school guidance counselor and Interboro's Mobile Response Team (MRT) and Partnership for Children will assist us with the social emotional, restorative and mental health piece and Lutheran Medical will provide us with dental health and referrals as needed to the wide array of physical health supports offered through Lutheran Medical. The Community School Director along with the Center for Supportive Schools will provide mentoring services and SASF and its respective Director will provide support during extended learning time and after school recreation immediately following extended learning.

In order to evaluate the programs impact on student achievement, we will look at Fall and Spring benchmarks as they relate to academic achievement for the 2015-2016 school year and parent surveys.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

We will need the following resources to implement the Community School Program:

- An AmeriCorps worker will join the school staff to coordinate parent engagement and empowerment on a daily basis.
- A full-time staff Partnership with Children will be on site to assist with our work in Restorative Circles and Social Emotional Development.
- A full time Community Schools Director
- Peer Group Connection Curriculum provided by Center for Supportive Schools.

We will need instructional enrichment materials for all core content areas, visuals and professional development from Medgar Evers College, and others. The school program will be adjusted to include advisories for grade 6 led by selected grade 8 peer-counselor-mentors who will also have specialized advisories and staggered faculty lunch periods to ensure clubs during school time as well as extended learning time.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

The Community Schools Program will commence in September 2015 through June 2016.

**Section 8: 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 the BOY, Benchmark, EOY assessment, 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  -Translanguaging  - Socratic Discussions  Running Records  - Frayer Models  -MyOn  -Teachers College Writing program  -Interactive word walls  -Vocabulary builder activities  - Word of the week	Whole class  -small groups  -One on one tutorial	During the regular school day
<b>Mathematics</b>	All students are regularly assessed using the BOY, benchmark, EOY assessment, I-ready and other assessment data to determine their performance and instructional needs	I-ready(computer based diagnostic and instruction program)  - Small Group Instruction  -Translanguaging	Whole class  -small groups  -One on one tutorial	During the regular school day.

	and weaknesses. Once struggling students are identified the appropriate program or strategy is applied .	<ul style="list-style-type: none"> <li>- Math remedial Class</li> <li>- Socratic Discussions</li> </ul>		
<b>Science</b>	Assessment data from the BOY assessment and other ongoing assessments are used to inform student grouping	<p>Small Group Instruction Pullout</p> <ul style="list-style-type: none"> <li>- Translanguaging</li> <li>- Socratic Discussions</li> <li>-hands on projects</li> <li>-lab experiments</li> <li>-MyOn</li> </ul>	<p>Whole Class</p> <p>Small Group</p>	During the regular school day.
<b>Social Studies</b>	Assessment data from the BOY assessment and other ongoing assessments are used to inform student grouping	<p>Small Group</p> <ul style="list-style-type: none"> <li>- Translanguaging</li> <li>- Socratic Discussions</li> <li>-hands on projects</li> <li>-My On</li> </ul>	<p>Whole Class</p> <p>Small Group</p>	During the Regular 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	<p>Mandated counseling</p> <ul style="list-style-type: none"> <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, TAC-D</li> </ul>	<p>Whole class</p> <p>Small group</p>	During the regular school day

## Section 9: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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>

### 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.
Administration will attend the Renewal Schools recruitment event. Participation in this event is a great opportunity to hire early and meet our goal of being fully staffed by August 15th. Select Recruits, top-tier candidates, and NYC Teaching Fellows will be in attendance.
Staff is encouraged to return and apply for Demonstration Teacher positions and the UFT Chapter Chair is heavily involved in planning and implementation on all levels.
Teachers will be assigned as per the UFT contract regarding retention and within the parameters of their licenses. Professional development will be provided from District 17, Medgar Evers College, Teachers College, Turn Around Arts, Ramapo and NASA Science. Teachers will develop and implement inquiry-based learning activities for students that include both in classroom and community based learning experiences.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Teachers (Implementation of Peer Collaborative Teacher (s); Weekly Monday professional learning sessions , external professional learning sessions for all teachers when and where appropriate, TurnAround Arts and Renewal professional learning programs)
Administrators: Renewal School Professional Learning Programs, Advance Professional Learning District Level professional learning sessions.
Paraprofessionals: Great Leaps, Articulation Programs

### 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).

**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/information, 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.

We rely on a distributed leadership model of decision making in our school. Our instructional team includes peer collaborative teacher, the Community Schools Director and the Parent Coordinator. Additionally there are teacher leaders on each grade in each core area of content that attend monthly meetings with the principal to discuss progress and issues. The UFT holds regular meetings and they have input through surveys, and feedback regarding instructional decisions in our building.

**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 (RSCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	296,704.00	x	x
Title I School Improvement 1003(a)	Federal	0	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	56729	X	X

Title II, Part A	Federal	0	NA	NA
Title III, Part A	Federal	11,200.00	X	x
Title III, Immigrant	Federal	0	0	0
Tax Levy (FSF)	Local	1,541,262.00	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):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Ebbets Field Middle 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**Ebbets Field Middle School** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

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

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

Ebbets Field Middle School 352 , 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 on assessments.

## **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

### 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: <u>Ebbets Field Middle School</u>	DBN: <u>17k352</u>
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: <u>51</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            Title III funds are being used to provide supplemental language instruction and support to our Beginning, Intermediate, and Advanced English proficiency level ELL students in grades 6-8 . We serve a total of 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.

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

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.

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 currriculum 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

Espineta 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

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 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.

**Part D: Parental Engagement Activities**

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> <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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

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 ENL 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>
ENL (English as a New Language)/Bilingual Teacher <b>Galina Kopylova</b>	School Counselor <b>Jacquilen 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>Veronica Slukhinsky</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### 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

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	58	<b>Newcomers</b> (ELLs receiving service 0-3 years)	32	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	20	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	32	5		20	5	2		3		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New 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					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	3	6					0
Haitian							3	3	6					0
French								3	2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							5	5	3					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							7	6	6					0
<b>Emerging</b> (Low Intermediate)							3	5	2					0
<b>Transitioning</b> (High Intermediate)							2	2	4					0
<b>Expanding</b> (Advanced)							5	8	8					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							2	7	7					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Literacy assessments are performed by ENL and ELA teachers based on the teacher-created assessments. 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. Based on 2014-2015 school year assessment data, 80% of newcomers in ENL program have low literacy skills in their home language, which makes instruction very challenging for starters, e.g. students with Fulani as their home language can neither read nor write in home language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns are most regularly repeated and reveal the same tendencies: NYSITELL is administered to 90% of complete beginners in ENL. 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 in science and Math given in their native language. We provide continuous assessment using a variety of instruments including, Scholastic Reading Inventory, i-ready software, 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 ESL teachers thoroughly analyze NYSITELL and 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 communicative 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 with further steps indication. 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 through widening the usage of academic vocabulary and complex written language structures.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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 entering through emerging levels of English language acquisition come to transitioning and expanding 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.

b. ELL periodic assessments are used by both ESL and content teachers to build upon the skills already acquired and keep the instructional process in zone of proximal development of ELLs. They base their formative and summative assessments on these data.

c. The periodic assessments show the main tendencies in ELLs learning, decipher problematic issues due to native language influence and cultural differences. The native language is used as a strong supporting mechanism on the early stages of SLA by the time of reaching the advanced level in four modalities it gradually diminishes. It is mostly used with the students who have strong literacy skills in their home language.

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

Most of the content area teachers have the division into three tiers for both instruction, individual work and assessment in their daily lesson plans, where to Tier #1 refer students with demonstrated proficiency in comprehension based on previous classroom assessment, ELLs, IEP and readers struggling with comprehension skills belong to the second tier. Tier 3 comprises some of the newcoming ELLs and IEP reluctant readers struggling with decoding as well as comprehension deficits, they work with ESL or special education teachers.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
: Usage of the Response to Intervention framework insures ELLs second language development in instruction, too. Most of students have ESL teachers support at the instructional time. Content area teachers use laptops with on-line bilingual dictionaries and bilingual dictionaries to give support to ELLs.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Not available

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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.

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 IEP students are identified by a Language Proficiency Team including special education teacher of an appropriate grade level and

school psychologist.

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 program selection form for the current school year. 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.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We prepared assessments in different languages (Spanish ,English) to identify SIFE. They are administered to the newcomers by a specialist in 30 days of enrollment. Judging by the results, the child is either assigned to SIFE or not. After being administered NYSESLAT, the child stops to be a SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

To identify newly enrolled students with IEPs The Language Proficiency Team consisting of four members is organized: the principal, special education supervisor ,ENL teacher and the parent of a newcomer. Working in collaboration the team goes through identification process to decide if a student needs to have ENL teacher support during the school year.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The entitlement letters are distributed to parents after the NYSITELL results are scanned and score is determined during either individual meeting with parents on the following day (after administering the test and not more than 5 days after,) or by giving the student two copies of the entitlement letter with the suggestion to return one of them with the parent signature on it.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed about their right to appeal ELL status within 45 days of enrollment both at the first meeting and during the meeting to give the entitlement notification letter. In the letter which is signed by the principal the right to appeal is written in the home language of the parent.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

A fixed timeline is planned for introducing parents to three program choices available in NYCDOE. It starts with the first interview when the parents are shown the Video about the options on the DOE website in their home language., which are additionally explained by the ESL teacher , parent coordinator with the help of the translation program or a live interpreter. Newcomers' parents get a detailed listing and explanation in the entitlement letter during the personal meeting with the parents.

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. Students who continue ESL program every new school year are given the letters of the program's extension for the following year with the previous results of NYSESLAT. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Students who continue ESL program every new school year get the letters of placement into the program for the following year with the previous results of NYSESLAT. 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 parents in different languages both by mail and by children. Meetings are held periodically to keep them abreast of their children's academic progress and ways to improve their child's performance.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
For newcomers parent Survey and Program Selection forms are always completed during the first session and interview with the family members and the child. For those who continue being served every new school year, program selection forms are offered to fill in in case they want to change their choice during the first parent orientation meeting in September. Parents who are not present are invited to personal meeting with ESL teacher at the beginning of the school year. Thus, all the parent survey and program selection forms are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters for newcomers are given to be signed by parents after the NYSITELL results have been determined during the personal meeting with ESL coordinator or by sending the letter with a student to be signed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
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.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
An RLER ATS report is printed to ensure that all entitled students are tested with NYSESLAT in four modalities during the spring semester. Speaking is administered by the ESL teachers in a separate location. It usually takes about a month to administer the test to all of the ELL students. Students are scheduled on separate days for the listening, reading, and writing parts of the test which is administered in groups following the schedule and IEP for students with disabilities. Make up sessions are organized by certified ESL teachers to students who were absent from the test at the assigned period. The NYSESLAT is administered by ESL teachers in the assigned timeframe with strict compliance with the rules for modification. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
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 remains in the program and continues to be serviced. If the student showed proficiency in all four modalities of the language in the letter of acknowledgement the parent is informed that a student will have gotten transitional support by ESL specialist for two more year before complete exemption from the program. Thus, the NYSESLAT determines the ELLs progress for reaching proficiency and service extension. Students who continue ESL program every new school year are given the letters of the program's extension for the following year with the previous results of NYSESLAT. 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.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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. 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

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 ENL services for entering and emerging students, and 180 minutes of ENL service for transitioning and expanding students). The mandated number of instructional minutes are being provided by the ENL 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 students improve their achievements. 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.
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

For our freestanding ENL program (Push-in) the language provision of the CR Part 154-2, students receive required minutes of instruction (entering - 360 minutes per week, emerging - 360 minutes per week, and transitioning and expanding - 180 minutes per week). Commanding students( former ELLs) are still being served 90 minutes of integrated ENL in ELA or Content areas. 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The 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 ENL 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 home languages throughout the year?

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

Though we do not have bilingual programs in our school, translanguaging is the modern method of developing students native languages. Ebbets Field is deeply committed to the notion that all services to ELLs must be structured to support, enhance and,if possible, preserve the native language, while building and developing English as the target language. To accomplish this, we will sponsor cultural and linguistic activities where students will have an opportunity to use, teach and develop their native languages. All students at Ebbets Field including ESL follow a state mandated curriculum and pacing calendar identical to that of the

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

: 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. The SIFE status is removed after NYSESLAT.

b. For the ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Our teachers will ensure the student's academic progress if the re-identification process started by differentiating instructions based on formative assessments of a student under discussion. Response to intervention techniques are widely used so that the student's academic process has not been adversely affected within 6 to 12 months after re-identification has been established.

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

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

Chart 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.

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

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.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

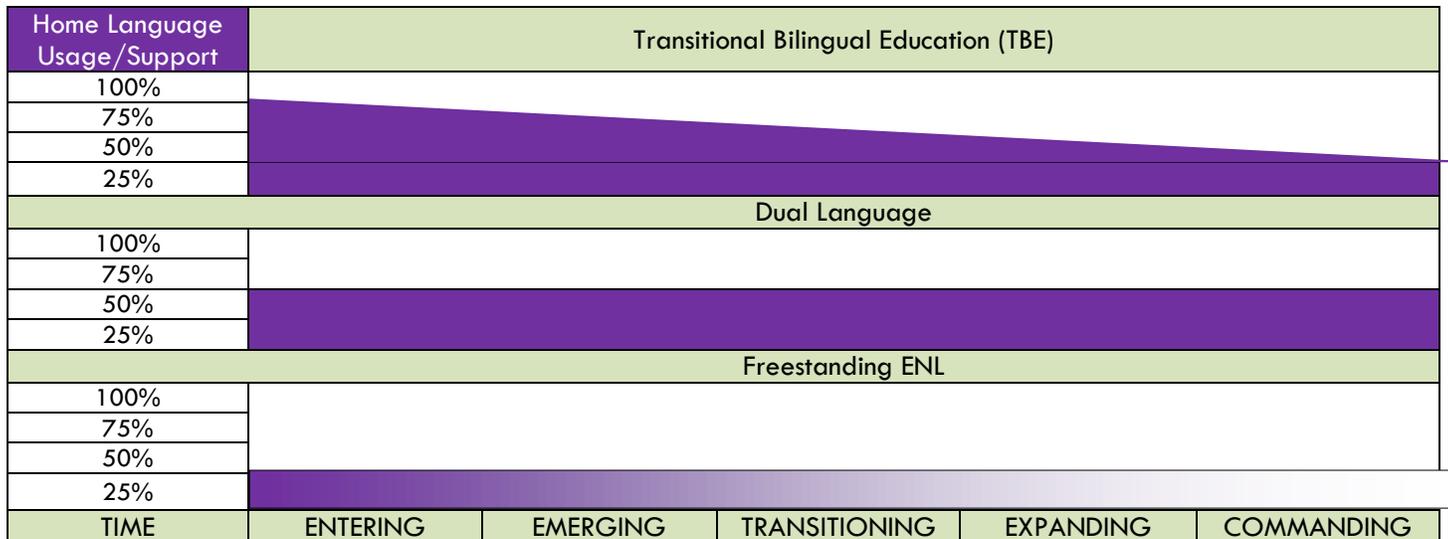


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Based on the analysis of data from 2014/2015 school year, 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 can see the strong and weak points in our intervention programs. 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As previously stated, we will be utilizing the Scholastic Reading Inventory to assess reading levels. Small intervention groups will be utilizing the Rosetta Stone program. Our ENL teachers push into content areas where I-ready software is used for ELA and Math training. Science, Math and ELA, scaffolding instructional material, using glossaries and computerized support for explaining of content material.
12. What new programs or improvements will be considered for the upcoming school year?  
We use i-ready online software to improve students reading skills, glossaries with specific academic vocabulary in content areas will be actively used for instruction aligned with Common Core Standards.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are offered equal access to all school programs aligned with their new language(English) acquisition level. Our school offers summer programs that serve as a bridge to the new academic school year in regards to ELL students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Each student will be continually assessed by Scholastic Reading Inventory and Get Ready for the NYSESLAT. We will also be using free software which are available both in the ESL classrooms, and in content area classrooms to increase student language proficiency. There are: [esl-lab.com](http://esl-lab.com); [manythings.org](http://manythings.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. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ENL, home language support is delivered by using translanguaging techniques (based on Google translate on-line program), on-line dictionaries, and by using bilingual dictionaries and textbooks both by ENL and content area teachers. Starting at approximately high level of support for entering students, it decreases by the time they reach emerging level of New Language Acquisition and when ELLs enter transitioning and expanding levels the support is given according to students literacy in his home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
There are 58 ESL students at Ebbets Field Middle School. These students are being served through an ESL push-in program. Students in grades 6, 7 & 8 receive at least four periods per week (Transitioning and expanding levels) and 8 periods (entering and emerging students). These students receive instruction in English with an emphasis on stand -alone ENL and integrated ENL either to ELA or other content areas which, of course, is determined by their individual levels of proficiency and in accordance with the requirements of CR-Part 154.2. 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 who push in to provide the ESL instructional support. All teachers will incorporate the Common Core Standards to provide instruction. ESL teachers work in conjunction with the curriculum, employing such techniques as transient language, which means translating the materials into the student's native language, through vocabulary instructions and additional resources such as glossaries and picture dictionaries. All materials are age appropriate and on the grade level of the ELL student.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 bilingual language books for students to examine and study. We also recommend Starfall.com program to assist beginners.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

- 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.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  - 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.

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

To meet the professional development requirements as per CR Part 154.2 15% of of total professional development time content area teachers who work with ELLs will be trained to implement the new policies for ELLs in accordance with the above changes. ENL teachers will prepare and carry out the seminars on scaffolding curriculum for ELLs, work with vocabularies and different techniques useful in delivering instruction to ELLs.

ENL teachers will receive 50% of their professional development time Aproximately 6 professional development sessions being trained to use methods and strategies for teaching English, aligned with modern research in TESOL. and CCSS. Records of professional development time will be stored in agendas and attendance registration documentation, provided by the principal and by individual teachers for their own benefit.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

All the originals with parents signatures are kept in cumulative folders for ELLs documentation and copies are also maintained in the school files.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

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

Parents of ELL students meet in groups to address their concerns and to update them on their children's second language acquisition success. 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 plan and hold monthly award ceremonies for the best students. We also hold cultural events such international talent shows and projects that involve parents and families.

The school will permanently 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Community School Director is responsible for parent programs and initiatives services. TRIAD is a parent empowerment and leadership program which helps to identify the most active parents in the community. Medgar Evers College organizes adult education, High School Equivalency course, and ENL programs for parents

5. How do you evaluate the needs of the parents?

Monthly PA meetings and regular surveys help to indicate and evaluate the needs of parents. Ebbets Field Middle school staff regularly reaches the parents during specially designated weekly parent outreach hours.

6. How do your parental involvement activities address the needs of the parents?

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.

We also hold cultural events such a international talent shows and projects that involve parents and families.

#### **D. Additional Information**

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

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: **Ebbets Field Middle School**

School DBN: \_

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margie Baker	Principal		6/16/15
Veronica Mullen-Morris	Assistant Principal		6/16/15
Marleen Blair	Parent Coordinator		6/16/15
Galina Kopylova	ENL/Bilingual Teacher		6/16/15
	Parent		
Charene Chapman-Santiago	Teacher/Subject Area		6/16/15
Veronica Slukhinsky	Teacher/Subject Area		6/16/15
Daria Paul	Coach		6/16/15
Stacey Antoine	Coach		6/16/15
Jacquilen Allen	School Counselor		6/16/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

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

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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

Each year we take the data from the HLIS(Part III) surveys, ATS reports, and Student Emergency Contact cards 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, Romanian and TWI.) Our parent coordinator usually conducts a survey to assess language preferences of the parents. We are usually successful in securing translations for Arabic, Spanish, French, French-Creole and Haitian Creole both in written and oral communication. However, we have some difficulty finding translations in some of the African languages, e.g. Fulani (which has only oral variety) but we find parents and relatives who can communicate to each other the meaning provided in English. We also work with the DOE's T&I Unit to have interpreters available for both over-the-phone interpretation and on-site interpretation at open school nights and during meetings with parents. Moreover, we 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

This year we have eleven languages represented at EFMS. (English, Spanish, Arabic, French, French Creole, Haitian Creole, Fulani, Madingo, Congo, and Romanian and TWI. ) Though the list of languages is wide, in written translation, due to low literacy of some parents, the main preference is English. 90% of our Spanish-speaking parents indicate home language for both written and oral communication. We have identified bi- and multilingual school staff who can assist in providing qualified interpretation for them. Arabic parents usually find an English speaking guardian for oral communication at school. We also have interpreters from Haitian Creole and French. For Fulani and other languages over the phone and on-site interpretation services are available at school with the DOE's T&I Unit providers. 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.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which contain critical information about educational programs and services, and are not student-specific require translation at the school level. The documents typically disseminated every year in our school are annual handbooks, letters from the principal, newsletters, general overview of student curriculum, calendars, New York testing dates, Parent-teacher conference announcements, after-school program information. For the purpose of on time translation of all this documents parent coordinator together with ENL teachers create a Communication Calendar with the dates of events. In this way the completion of a translation request forms and e-mailing them to be translated is promptly regulated and the above documents are distributed to families on time.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The typical formal face-to-face meetings our school usually have with parents are regular and continue throughout the school year. They start with the first September parent orientation meeting where the staff and the curriculum are introduced, and goes on with parent-teacher conferences, curriculum nights. 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. Our attendance teacher is Spanish bilingual and she constantly talks to the parents on the phone in both languages.

,Parents of ELL students meet in groups to address their concerns and to update them on their children's second language acquisition success. 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 plan and hold monthly award ceremonies for the best students, and hold cultural events such as international talent shows and projects that involve parents and families.

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

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 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.

For the purpose of on time translation of all this documents parent coordinator together with ENL teachers create a Communication Calendar with the dates of events. In this way the completion of a translation request forms and e-mailing them to be translated is promptly regulated and the above documents are distributed to families on time.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 provided by the DOE's T&I Unit, community resources and outside agencies. We will not use students as interpreters for school staff and parents during formal and informal meetings where student achievement or conduct is discussed.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All the staff members will receive the Language Access Handbook For Schools printed by the DOE, professional development session will be delivered by parent coordinator and ENL teachers who visited PD by the DOE's T& I Unit representatives; the teachers will be given a "HELP" brochure which is a helpful assistance for teachers and administrators on NYC DOE language services. In this way we will ensure that all staff members use free translation services for over-the-phone and on-site interpretation.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To provide a Welcome Poster in the home languages of our ELLs, Parent coordinator will e-mail a translation request form to T&I Unit in advance.

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

Parents' Guide to Language Access is available for parents in nine languages, Language ID Guides will be stored at security desk and main office for anyone to take.

In this way the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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.

We also hold cultural events such as international talent shows and projects that involve parents and families.

Monthly PA meetings and regular surveys help to indicate and evaluate the needs of parents. Ebbets Field Middle school staff regularly reaches the parents during specially designated weekly parent outreach hours.