



**ELLA BAKER SCHOOL
02M225**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M225 - THE ELLA BAKER SCHOOL
ADDRESS: 317 EAST 67TH STREET, NYC, NY 10065
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 225 **SCHOOL NAME:** Ella Baker School

SCHOOL ADDRESS: 317 East 67th Street, NYC, NY 10065

SCHOOL TELEPHONE: 212-717-8809 **FAX:** 212-717-8805

SCHOOL CONTACT PERSON: Joshua Satin **EMAIL ADDRESS:** jsatin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Satin

PRINCIPAL: Laura Garcia

UFT CHAPTER LEADER: Vivian Garcilazo

PARENTS' ASSOCIATION PRESIDENT: Yvette Rivera & Thea McCallion

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan and Joseph Cassidy

SUPERINTENDENT: Geraldine Taylor Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joshua Satin	*Principal or Designee	
Vivian Garcilazo	*UFT Chapter Chairperson or Designee	
Yvette Rivera & Thea McCallion	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Ella Baker School is currently situated in District 2 and is located on the Upper East Side of Manhattan at the Julia Richman Education Complex. This pre-kindergarten to eighth grade school serves a population of approximately 3300 students in the 2010-2011 school year from culturally diverse backgrounds. The school was founded in 1996 by former teachers and administration from Central Park East Elementary School. Ella Baker was founded on the principles of progressive education. Since its inception, the Ella Baker School has been committed to child-centered, experienced-based curriculum, where children devote time to the exploration of ideas by using materials and developing extensive projects. Our community values the importance of making choices, working collaboratively and planning curriculum that meet the interests, needs, and learning styles of all children. Our multi-age classes offer children, with a wide range of abilities, the opportunity to work together, to develop intellectually, socially, and emotionally over two years with the same teacher.

The Ella Baker community is committed to building the confidence of each child. We do this by enhancing our curriculum with the interests and needs of our children. We help them to connect and explore their ideas in a deeper, more meaningful way, while immersed in inquiry and problem solving. During Work Time, children have the opportunity to make choices and reflect on materials and the methods to using them. Children educated in this way become aware of the world around them and are thoughtful, caring, kind and tolerant members of their communities.

We have developed a partnership with Sarah Lawrence professor, Mary Hebron, who acts as our professional development consultant and resource archivist. She supports our school's philosophy with ongoing teacher support and reflection on classroom teachers practices. We have termed this: *Philosophy Meets Practice*. This has been a very rewarding and important relationship because it helps support teachers' professional growth, and it keeps us grounded in our mission to support and facilitate learning for each child.

In addition, our school has a variety of supplemental programs, in school and afterschool, which enhance our curriculum and provide experiences and exposure to our students. This can entail academic tutorials, sports, fieldtrips, and programs in the arts. These include:

- Arts experiences in drama, dance, fine arts, architecture, multi-media, film making poetry, music; and ongoing collaborations with arts organizations such as The Joyce Theater, The Salvadori Architecture Program
- Interschool Orchestras (ISO) – afterschool individual orchestral music instruction
- Student Chorus

- Weekly classroom trips: museums, parks, gardens, ice skating, swimming, NYC cultural events; libraries, Clearpool Education Center in upstate NY
- *Everybody Wins!* -Reading Buddies
- Christodoro Foundation for Environmental Science
- Student Council
- Middle School- yoga, basketball and soccer teams
- Rock climbing, bicycling, chess, camping, and *Healthy Options*
- After-school programs for academic support and performing arts.
- Empire After-School Program including sports, swimming, the arts, adventure programs and homework help

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Ella Baker School							
District:		2	DBN:	02M225	School BEDS Code:		310200011225		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded		
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	52	56	54		91.3	91.8	90.0		
Kindergarten	37	44	40	Student Stability - % of Enrollment :					
Grade 1	39	31	38	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	28	36	30		96.6	97.9	97.4		
Grade 3	27	37	35	Poverty Rate - % of Enrollment :					
Grade 4	25	32	33	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5	20	25	28		39.6	36.6	53.9		
Grade 6	26	22	24	Students in Temporary Housing - Total Number :					
Grade 7	21	22	23	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	23	21	22		0	0	2		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	0	0		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	1	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	298	327	327		0	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	1		
Number all others	29	27	39	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)	2008-09	2009-10	2010-11	Early College HS Program Participants	0	0	0		
(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	21	18	20		
# receiving ESL services only	10	12	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	8	8	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.1	72.2	60.0
				% more than 5 years teaching anywhere	57.1	50.0	55.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	100.0	96.0	95.0
American Indian or Alaska Native	0.7	0.9	0.3				
Black or African American	38.6	32.1	24.5				
Hispanic or Latino	44.0	42.8	48.0				
Asian or Native Hawaiian/Other Pacific Isl.	5.4	6.4	4.0				
White	10.7	14.7	17.7				
Male	53.0	47.1	46.5				
Female	47.0	52.9	53.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	50.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	6.3			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	4.1			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	37.7			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	2.8			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

In order to conduct our needs assessment, we used several indicators to evaluate our accomplishments and our challenges this year:

- Annual School Report
- Assessment Practices (Primary Learning Record and a review of DYO assessments)
- Attendance Reports
- City and State Assessments
- Children's Self Reflections
- Cohort Meetings (grade level)
- Comprehensive Educational Plans (CEP)
- Collections of Student Work (portfolios and journals)
- Descriptive Reviews of Children
- District/School Benchmark Tests
- Grow Reports
- Parent Conferences
- Progress Report 2008-2009
- Quality Review final recommendations
- Review of mandated services for students with special needs
- Running Records of Children
- Surveys/Questionnaires of parents and staff
- Suspension/Incident Rates
- Teacher Developed Assessments
- Teacher Observations
- Teacher Narrative Reports
- Teacher Referrals
- Weekly Pupil Personnel Committee Meetings (PPT's)
- Weekly Staff Meetings

Student Performance Trends:

Our own assessment tool the Primary Learning Record: Reading and Writing Continuum presented this finding:

- All students have moved along the continuum either moving one or 2 categories
- Using these tools teachers were able to put a continuum of reading and writing into place throughout the school and create a common language for assessment and development

An evaluation of the city and state assessment results indicate that the students at The Ella Baker School are making gains in both ELA and Math based on the new 2010 recalibration.

- 36% of our students have made over a year's progress in ELA. Grade 7 students made the most progress: 50%.
- 42% of our students made a year's progress or more. Students in grades 5 and 6 made the most progress: 50% and 61% respectively.
- A decrease in the number of students obtaining a level one has additionally improved our overall grade and movement of children
- Our male population showed that 60% of the students received a level 3 or 4 in Mathematics
- Our Hispanic population continues to show strength maintaining a proficiency averaging 3 in math and 2.8 in ELA
- Using 2009 cutoffs the entire student body raised their proficiency levels by 7% points in ELA and 9% points in Mathematics.

The Progress Report 2009-2010 indicated that our school accumulated a B.

Findings:

- 63% of our school demonstrated progress in both ELA and Math. This resulted in an A on Student Progress.
- Based on the recalibration of the state assessment, 4.1 out of 25. Here we received a D
- Again, school environment continues to show evidence of that our school is regarded as a safe, academically rigorous, and engaging school by students, parents and staff.

Strengths:

The Ella Baker School is a place where students are members of the community. They grow with confidence and abilities throughout their years. Teachers make the students present with student interests in the curriculum allowing for choices and individualization to be made. There is respectfulness and deepness to the relationships that teachers develop with students, which strengthens and supports each child socially, emotionally and academically.

We have found that our students love to learn and be part of the vast world that we live in. Because of the exposure to arts, media and cultural exchanges our students make thoughtful choices within the world that they live.

Over the last few years the school has been developing a systemic school-wide assessment tool that gathers useful data across content areas. We have been using the Primary Learning Record as a way

to collect, reflect and create goals for individual students. This tool also enables the school to write narratives and report to parents and students about progress being made and strategies that could effectively support continued student growth.

The school continues to foster a climate of mutual trust among teachers and students. This in turn leads to positive student attitudes and behavior.

Aids and Barriers:

Teachers continue to look deeply at children's work and create relevant curriculum that meets the needs of their students. Camaraderie across the school is reflected in the trust teachers feel that they can be innovative and learn from one another. Finally, teachers continue to feel supported by one another and the administration.

We have hired a curriculum specialist who mentors new teachers and works with cohorts across the school to develop and refine curricula. Our staff developer is also a member of the Teaching and Learning Committee who in conjunction with the principal, assistant principal, academic intervention specialist plan professional development for the staff.

Our school created common prep time for all teachers on the same grade level (3-5 times weekly) in order to plan curriculum, discuss assessment practices, share strategies that differentiate curriculum and develop inquiry projects and exchange information. These meetings are facilitated by members of the Teaching and Learning Committee and reinforce and differentiate best practices discussed during our weekly staff meetings for all teaching staff.

Our guidance counselor that works with mandated and at risk students in need of additional support. The guidance counselor is an integral member of the 7/8 grade planning team. She is able to work with students across all grade levels and meet with families as needed on a wide range of educational, social and emotional issues. Our guidance counselor is also the case manager for our Pupil Personnel Team Meetings (PPT's) where teachers have an opportunity to present a child's work and teacher's observation to team members including the principal, school psychologist, school social worker, speech therapist, and special education teacher. The team creates a plan to support the child and family. Our guidance counselor also facilitates the high school admissions process for our eighth grade students.

Our school also works with a variety of colleges and universities. We have a long standing partnership with Sarah Lawrence College Mary Hebron is a consultant and plans professional development for all staff. She is a member of our Teaching and Learning Committee and an expert Prospect's *Descriptive Review* processes. At the core of this work is the ability to observe children. For the past 3 years we have been supported by City College in our pre-K-K program to develop and reflect upon practice. We have a partnership with Bank Street where we are observing and qualifying our practice of democratic classrooms. Each of these schools sends us student teachers as well as volunteers to work with classroom teachers and students.

Decreased funding in our budget has had an impact on our school in regards to teacher support, activities and materials for students. This decrease has also affected our ability to support children afterschool in a variety of programs.

Getting students to stay for afterschool has been a hardship for us. Not being a community school and having children from across the city take a variety of forms of transportation poses a problem when it comes to getting children to stay afterschool. Often parents want their children to attend but are unable to have their children participate do to work and distance barriers.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Strengthen inquiry-based curriculum development that supports a continuum of thinking and learning for all children across content areas throughout the school.

ACTION PLAN:

- Use weekly professional development time to support teachers in planning differentiated curriculum.
- Create transparency of curriculum to promote the sharing of ideas and resources across the school.
- Identify and further inquiry based projects in math and literacy
- Develop consistent units of study throughout the grades whole still allowing curriculum to be responsive to students needs and interests.
- Effectively communicate differentiated goals for individual student work so that students, staff and families understand growth and development along each students learning continuum.
- Use weekly professional development and cohort planning time to review and modify curriculum so that it is responsive to student needs and interests.
- Use professional development time to focus on literacy and math across all grades, being consistent with foundations established by the learning committee.

ALIGNING RESOURCES

- Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers.
- Title I SWP

2. To strengthen all components of our balanced literacy program in order to support children's growth, development and achievement.

ACTION PLAN:

- Create inquiry projects that target teaching strategies for differentiating instruction and support children's literacy development.
- Use common preps for cohort members to describe and analyze student work and plan effective strategies that support growth across the continuum.
- Utilize data from class work, DY0 assessments, class work, and statewide tests to plan for individual children's growth as well as to see school-wide, grade-level and classroom trends.
- Provide small group instruction for children identified by teachers as needing additional support.
- Continue to develop understanding of literacy teaching and learning with the support of our consultant from Sarah Lawrence College.

ALIGNING RESOURCES

- Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers.
- Title I SWP

3. To develop understanding of math learning and instruction to foster an environment in which students build confidence in their mathematical thinking and problem solving.

ACTION PLAN

- Use common preps to describe student work and plan curriculum that will support development along a mathematical continuum.
- Construct professional development for the teaching of math, based on the needs of the teaching staff.
- Participate in professional development in mathematics with support from City College, Math in the City and through the DY0 assessments.
- Utilize data from in-house assessments, DY0 assessments, and statewide tests to plan for individual children's growth as well as to see school-wide, grade-level and classroom trends.
- Provide small group instruction for children identified as needing additional support in mathematics.
- Reinforce real world application of mathematics and problem solving throughout all classroom curriculums.

ALIGNING RESOURCES

- Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers.
- Title I SWP

4. To increase attendance rates and lower student lateness throughout the 2010-2011 school year.

ACTION PLAN:

- Work with families as partners to reduce absence and lateness by: contacting parents, discussing strategies for coming to school, hold rewards and assemblies for students and families who have great attendances.
- School will monitor student lateness's and absences. Students or families who continue to be late or absent will receive phone calls from office staff and administration, work with the guidance counselor and receive involvement of outside services.
- If necessary, work with attendance teacher to make home visits and create plans for regular attendance.

ALIGNING RESOURCES

- Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers.
- Title I SWP

	<p>level and classroom trends.</p> <ul style="list-style-type: none"> • Provide small group instruction for children identified by teachers as needing additional support. • Continue to develop understanding of literacy teaching and learning with the support of our consultant from Sarah Lawrence College.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers. • Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Mentors and administrative staff will continue to formally and informally observe classroom teachers in their literacy practices throughout the day/week. • Evaluate teachers' use of informative assessments to plan curriculum and instruction. • Review collections of student work and narratives to gain insight into each child's individual learning continuum. • Assess data gathered from action research • Review the use of DY0 interim assessments in the teaching of reading and writing. • Evaluate the data from City and State ELA Tests in Grades 3-8

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop understanding of math learning and instruction so as to foster an environment in which students build confidence in mathematical thinking, inquiry and problem solving during the 2010-2011 academic year.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Use common preps to describe student work and plan curriculum that will support development along a mathematical continuum. • Construct professional development for the teaching of math, based on the needs of the teaching staff. • Participate in professional development in mathematics with support from City College, Math in the City and through the DY0 assessments. • Utilize data from in-house trimester assessments, DY0 assessments, and statewide tests to plan for individual children’s growth as well as to see school-wide, grade-level and classroom trends. • Provide small group instruction for children identified as needing additional support in mathematics. • Reinforce real world application of mathematics and problem solving throughout all classroom curriculums.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers. • Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Mentors and administrative staff will continue to formally and informally observe classroom teachers in their math practices throughout the day/week. • Evaluate teachers’ use of informative assessments to plan curriculum and instruction. • Review collections of student work and narratives to gain insight into each child’s individual learning continuum. • Assess data gathered from action research • Review the use of DY0 interim assessments in the teaching of mathematics. • Evaluate the data from City and State ELA Tests in Grades 3-8

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase attendance rates and lower student lateness across the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Work with families as partners to reduce absence and lateness. • School will monitor student lateness and absence. Students or families who continue to be late or absent will receive phone calls from office staff and administration, work with the guidance counselor and receive involvement of outside services.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy and C4E allocations are used to fund the Teaching and Learning Committee, which plans weekly PD, cohort meetings and supports teachers. • Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ATS attendance • Classroom environment • Breakfast distribution

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Program/Strategy: Looking for an Argument, Great Leaps, Voyager, Targeted interventions Method of Delivery: small group, one-to-one, tutoring, When provided: During and after school
Mathematics:	Program/Strategy: Targeted math interventions Method of Delivery: small group and one-to- one tutoring When provided: During and after school
Science:	Program/Strategy: Integrated program and targeted intervention Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
Social Studies:	Program/Strategy: Integrated program and targeted intervention Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
At-risk Services Provided by the Guidance Counselor:	Program/Strategy: targeted interventions Method of Delivery: small group and one-to-one tutoring When provided: during school
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Program/Strategy: School counselor provides individual, small group and full class instruction Method of Delivery: small group and one-to-one tutoring When provided: during school and after school
At-risk Health-related Services:	Program/Strategy: Nurse directed program about health matters and healthy living program Method of Delivery: small group When provided: during school and after school

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 11 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

- ESL is pullout program for all students identified as beginner, intermediate and advanced. All instruction is conducted in a small group setting with no more than 3 students at a time. These students receive 360 minutes a week of instruction. All instruction is conducted in English using a variety of approaches and strategies: total physical response, whole language approach, and direct skill identification.
- Luis Flores, our ESL teacher, is a certified and licensed provider working under a common branch bilingual license. We are using a pullout model because we do not have enough students to create a full class and our students are speared throughout the school (K-8)

- Students receive services until they are tested out

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

- During the 2010-2011 calendar year, professional development has revolved around differentiation within all classrooms. During weekly meetings we discuss curriculum and student work in order to identify student knowledge and needs in order to best support students.

Section III. Title III Budget

School: 02M225 BEDS Code: _____

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) - Per session - Per diem		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum)

development contracts.		enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	((Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Ella Baker School reviews the Home Language Identification Surveys (HLIS) of every new entrant to determine families' language needs. We also rely on teacher reports of students with parents requiring translation services. Using both sources, Ella Baker maintains a running list of families who need translated school documents and translation services at Parent-Teacher Conferences or other school events.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Ella Baker has a limited number of parents with translation needs.

- Ella Baker has 19 families who have identified themselves as Spanish speaking
- Ella Baker has 1 family who has identified themselves as Japanese speaking
- Ella Baker has 1 family who has identified themselves as Portuguese speaking
- Communication to these parents is translated when needed. However, the teachers and school make it a priority to communicate orally to these families, as they are proficient English speakers.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Ella Baker's Parent Coordinator and ESL teacher use a computer program (Google Translator) to translate some school documents. These are double-checked by native language speakers for accuracy.
 - For non-time specific documents, Ella Baker uses the DOE translation service.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - The principal, guidance counselor, and paraprofessionals serve as translators at parent-teacher conferences, IEP conferences, and during PTA meetings/workshops.
 - If necessary, Ella Baker uses the DOE's phone translation service or DOE identified translation service, but generally we've meet the needs of our school's parent population using the resources listed above.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At the start of each school year, Ella Baker sends home the Bill of Parent Rights and Responsibilities in each of the covered languages, making families aware of the translation services available to them, and their rights regarding translation services. In addition, signs are posted prominently indicating the availability of translation services at Ella Baker. Finally, Ella Baker's safety plan contains specific procedures for ensuring that all families, regardless of home language, are able to reach the school's administrative offices.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$178,365.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,783.65	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Ella Baker School					
District:	2	DBN:	02M225	School		310200011225

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	52	56	54		91.3	91.8	90.0
Kindergarten	37	44	40				
Grade 1	39	31	38	Student Stability - % of Enrollment:			
Grade 2	28	36	30	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	27	37	35		96.6	97.9	97.4
Grade 4	25	32	33				
Grade 5	20	25	28	Poverty Rate - % of Enrollment:			
Grade 6	26	22	24	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	21	22	23		39.6	36.6	53.9
Grade 8	23	21	22				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	2
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	298	327	327	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	1
Number all others	29	27	39				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	18	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	10	12	TBD				
# ELLs with IEPs	0	2	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	4	4	10
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.1	72.2	60.0
				% more than 5 years teaching anywhere	57.1	50.0	55.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	94.0	95.0
American Indian or Alaska Native	0.7	0.9	0.3	% core classes taught by "highly qualified" teachers	100.0	96.0	95.0
Black or African American	38.6	32.1	24.5				
Hispanic or Latino	44.0	42.8	48.0				
Asian or Native Hawaiian/Other Pacific	5.4	6.4	4.0				
White	10.7	14.7	17.7				
Male	53.0	47.1	46.5				
Female	47.0	52.9	53.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target

All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First	District 02	School Number 225	School Name Ella Baker School
Principal Laura Garcia		Assistant Principal Joshua Satin	
Coach		Coach	
Teacher/Subject Area Abby London/Reading		Guidance Counselor Kira McCune	
Teacher/Subject Area Luis Flores/ ESL/SETTS		Parent Magda Kontonicolau	
Teacher/Subject Area Heather Hewitt/SETTS		Parent Coordinator Valerie Kirk	
Related Service Provider		Other Scott Tessler/Psychologist	
Network Leader J. Cassidy & A. Sheehan		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	327	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	3.67%
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Part II: ELL Identification Process

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

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

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

The Ella Baker School identifies all ELL students initially through the Home Language Survey. The survey is given to all families when they register their child. When a student is transferred we look in their cumulative record for the Home Language Survey. The school secretaries have been instructed to identify possible students to be interviewed and assessed. All flagged students are reviewed by the assistant principal. Students are either assessed by our ESL teacher or other staff member who is trained and qualified to administer the assessment. This process is completed within 10 days of the student's arrival to the school.

Students who do not meet the benchmarks on the LAB-R are then provided services based on the LAB-R results. Children are provided with their mandated ELL allotment: 360 minutes a week of instruction for beginners and intermediate students. Advanced students receive 180 minutes. However, all students at Ella Baker receive 360 minutes. All instruction is conducted in English using a variety of approaches and strategies: total physical response, whole language approach, and direct skill identification. Additionally, all mandated ELL students take the NYSESLAT Test administered by Luis Flores our ESL teacher.

After the NYSESLAT Test scores are received, the LAP team reviews scores of each student. Following this assessment of data, recommendations are made for individual students and the program for the following year.

Ella Baker is a school of choice. When new families join our school, we advise them of the ELL options available by the Department of Education, as well as the ELL option available at Ella Baker, which is only an ESL pull out program. Families then make a decision about the services they would like for their child.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7			4			0			11
Total	7	0	0	4	0	0	0	0	0	11

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

C. Home Language Breakdown and ELL Programs

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

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

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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The Ella Baker School utilizes a Pull-Out Model of instruction for its students receiving ELL instruction. Instruction is provided heterogeneously based on multi-grade levels: i.e. grades 3-4 and 5-6. Students receive 360 minutes a week of instruction. All instruction is conducted in English using a variety of approaches and strategies: total physical response, whole language approach, and direct skill identification. One teacher is mandated for these students and works collaboratively with the classroom teachers to ensure support in the content areas and to discuss strategies for intervention to further support the children outside of their ELL class.

Plan for SIFE students

We advise the parents who choose to enroll at Ella Baker of the options for ELL learners offered by the Board of Ed. and at Ella Baker specifically.

Plan for ELLs in school less than three years

Provide more periods of ESL group sessions to increase the exposure to the language. Provide the required number of ESL periods along with qualified support during the remainder of the instruction time (ESL pull out and the certified Bilingual teacher providing monolingual instruction).

Plan for long-term ELLs

Provide more individualized ESL instruction to address particular language deficiencies based on teacher observations and formal and informal assessments. Teachers present student as a case study to the collective group. The team then discusses the student's work, assignments, assessemnts to determine follow-up interventions.

Plan for ELLs identified as having special needs

The ESL teacher works in conjunction with Resource Room and classroom teachers to ensure that student's needs are monitored and appropriate referrals are made. These discussions takes place with the families and teachers. A formal Bilingual Educational Evaluation

may be presented as a possible avenue to pursue.

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

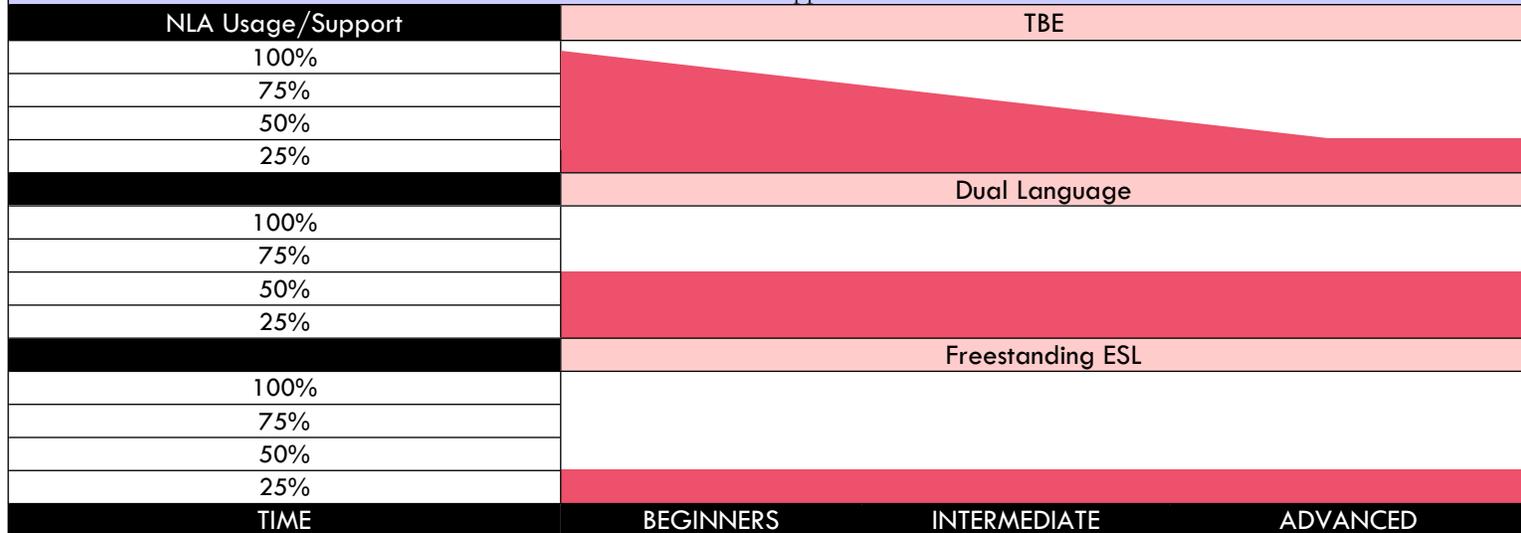
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

ELL students are provided with intervention in the content areas based upon need. Need is determined through a variety of avenues: formal and informal assessments. The ELL teacher works with the classroom teacher to determine and provide the appropriate curriculum for intervention.

The LAP team meets weekly review the progress of each child. As a group participate in case studies and discuss strategies for addressing children needs. We review and make recommendations for individuals and groups of students. These sessions are geared towards moving students through their continuum.

ELL students are considered for all intervention services during school and after school. Aside from a students mandated services, the school provides an afterschool program that supports the various needs of all students.

All students throughout the school are provided with one period a week of Spanish language instruction.

C. Schools with Dual Language Programs

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

Assessment in each area of the school is at the root of all instruction at Ella Baker. Classroom teachers along with the ELL teacher assess continually in all areas of the class, focusing on a variety of standards: reading, writing, communicating, math skills, math application, number sense... Through these assessments, both formal and informal, the ESL teacher identifies skills that need to be addressed and developed for each student. Thus, a plan is created for each student, which is discussed with the child's teacher, child and parent.

All ESL students are given access to afterschool services as well as services during the day. These students are provided with the same access to all instructional methods and materials. Lessons are geared towards the individual and their needs.

D. Professional Development and Support for School Staff

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

The Ella Baker Community is dedicated to staff development. Each Monday afternoon and for one half day each month, we conduct professional development opportunities. Each meeting is divided into two sections. The first half is dedicated towards developing school needs, mandates and structures. The second half is dedicated towards teacher inquiry projects, where teachers further develop their pedagogical skills. This inquiry may focus on differentiation, assessment, reading strategies and math content to name a few. All teachers are expected to study a group of students throughout this project.

Students at Ella Baker have student advisors that work with all students as they transition from one grade to the next. Teachers provided with ample opportunities to discuss individual and groups of children and address their needs.

All teachers are required take 7.5 hours of ELL training, as per Jose P.

E. Parental Involvement

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

The parents in the Ella Baker community are very active. The PTA holds workshops once a month ranging from reading with your child to cooking. These and all programs contribute to support the needs of our students as well as the positive culture of our school. They are also engaged in a variety of fundraising activities. The make-up of these events are very diverse.

Each year the PTA along with the school administration creates a needs assessment for all parents to determine the needs of the parent community: both formal and informal. This year workshops will include, but not be limited to, literacy, math, writing and working with your child.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	A		2			1		2						
	P		1		2	1		1						
READING/ WRITING	B		1											
	I		2		1	2								
	A				1			3						
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4									0
5			2		1				3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		1				3

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

The Ella Baker School uses a variety of tools to help assess students. The Primary Learning Record is the tool that we use to collect information about our students. Our assessments indicate that our students are individuals with a variety of strengths. The small numbers of students that have been identified for ELL services also show a range of strengths and needs. Teachers working with these students use the information about their testing results as a window into the skills that they need to further develop. These results overlapped with other indicators for support are how and where instruction begins.

We evaluate the success of this program again using a variety of parameters: success of moving students through this intervention based on the NYSESLAT, moving students along their own continuum and having the students feel successful with their ability to work well.

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/12/11
	Assistant Principal		1/12/11
	Parent Coordinator		1/12/11
	ESL Teacher		1/12/11
	Parent		1/12/11
	Teacher/Subject Area		1/12/11
	Teacher/Subject Area		1/12/11
	Coach		
	Coach		
	Guidance Counselor		1/12/11
	Network Leader		1/12/11
	Other		01/12/11
	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
The Ella Baker School (02M225)

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$178,365	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,784	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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

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

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

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

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

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

included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			176,581.00	X	Pg.20, 21,22, 23
Title II, Part A	Federal	X			120,215.00	X	Pg. 14, 28
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			1,116,659.00	X	Pg.20, 21,22, 23

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.