



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ELLA BAKER SCHOOL

DBN : 02M225

PRINCIPAL: LAURA GARCIA

EMAIL: LGARCIA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Garcia	*Principal	
Joshua Satin	Assistant Principal	
Vivian Garcilazo	*UFT Chapter Leader or Designee	
Carolina Diaz	*PA/PTA President	
Cheryl Glover	Co-President	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lauren Antonucci	Member/Parent	
Russ Antonucci	Member/Parent	
Diana Hebron	Member/Teacher	
Jessica Meranda	Member/Teacher	
Magda Kontoncolaou	Member/Teacher	
Michael Paoli	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Teachers will develop curriculum units and student tasks in mathematics aligned to the Common Core Standards for the 2011-2012 calendar year. Through curriculum development student work will be more aligned with state and school standards ensuring growth.

Comprehensive needs assessment

This goal addresses Citywide Instructional Expectations to strengthen student work by deepening efforts to align curriculum and assessments with expectations outlined in the Common Core Standards. Curriculum is developed to include multiple entry points for all children and allows for authentic work that asks children to understand text and respond thoughtfully. Teachers will continue to develop “assessment tasks” that provide insight into a child’s thinking. The task, as well as data collected using DY0 assessment tools, will be carefully reviewed within cohorts to further develop strategies to individualize learning for all children.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation. Continuity

The Ella Baker School is a school that utilizes the Common Core Standards to guide the instruction of all students. The school assesses the needs of all students and uses methods that are differentiated to meet those needs. Teachers adhere to a group of processes that reinforce effective teaching and learning to ensure continuity between classes and grades. These processes inform our work including curriculum development, classroom procedures, reflective practices, assessment, depth of questioning to name a few. The staff meets during weekly professional development meeting as well as cohorts (grade level meetings) to discuss best practices, review student work and develop curriculum. In addition, the principal, assistant principal and staff developer (Cabinet) meet to discuss and plan relevant professional development that addresses both student and teacher needs.

Activity #1

- **Professional Development:** Professional development will take place Monday afternoons, one half day a month and weekly during cohort meetings. Topics will include; but are not limited to; Common Core Standards, differentiation, questioning techniques, direct instruction, conferencing, observation and documentation, assessment and revision, curriculum development, descriptive review...
- **Target Population:** All teachers

- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Activity #2

- **Creation and development of curricula Tasks:** Three times a year, all classroom teachers will develop and implement tasks to assess children's understanding of curricula ideas and thinking. After assessing student work, teachers make adjustments to instructional practice to support each child through their continuums in mathematics. These tasks will be created by each cohort and monitored periodically during professional development to further refine. All tasks will be designed to ensure they meet the standards established by the Common Core Standards as well as meet the standards and beliefs imbedded in the curriculum at Ella Baker.
- **Target Population:** All students
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- During monthly PTA meetings a variety of school wide programs are shared. Two math workshops have been scheduled for the 2011-2012 calendar year. Workshops are conducted by classroom teachers and presented to groups during the PTA meeting.
- In September parents were invited to a curriculum night, where cohorts and individual teachers discussed the work they planned for the year.
- Two family conferences have been added to the school calendar. During conferences students are at the center of the meeting where they discuss and describe their work: growth, development and learning.
- Weekly, teachers send home letters articulating what happened the previous week and what is anticipated for the upcoming week. Here, teachers discuss the math that students are doing, strategies students will be working on and suggestions to support at home connections.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Currently all of our teachers meet the requirements of a Highly Qualified Teacher.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- The Ella Baker School’s approach to learning is highly individualized ensuring the growth of each student’s academic, social and emotional development.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Ella Baker School uses staff strategically as well as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Teachers will develop curriculum units and student tasks in ELA aligned to the Common Core Standards for the 2011-2012 calendar year. Through curriculum development student work will be more aligned with state and school standards ensuring growth.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal addresses Citywide Instructional Expectations to strengthen student work by deepening efforts to align curriculum and assessments with expectations outlined in the Common Core Standards. Curriculum is developed to include multiple entry points for all children and allows for authentic work that asks children to understand text and respond thoughtfully. Teachers will continue to develop “assessment tasks” that provide insight into a child’s thinking. The task, as well as data collected using DY0 assessment tools, will be carefully reviewed within cohorts to further develop strategies to individualize learning for all children.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

The Ella Baker School is a school that utilizes the Common Core Standards to guide the instruction of all students. The school assesses the needs of all students and uses methods that are differentiated to meet those needs. Teachers adhere to a group of processes that reinforce effective teaching and learning to ensure continuity between classes and grades. These processes inform our work including curriculum development, classroom procedures, reflective practices, assessment, depth of questioning to name a few. The staff meets during weekly professional development as well as cohorts (grade level meetings) to discuss best practices, review student work. In addition, the principal, assistant principal and staff developer (Cabinet) meet to discuss and plan relevant professional development that addresses both student and teacher needs.

Activity #1

- **Professional Development:** Professional development will take place Monday afternoons, one half day a month and weekly during cohort meetings. Topics will include; but are not limited to; Common Core Standards, differentiation, questioning techniques, direct instruction, conferencing, observation and documentation, assessment and revision, curriculum development, descriptive review...
- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Activity #2

- **Creation and development of curricula Tasks:** Three times a year, all classroom teachers will develop and implement tasks to assess children's understanding of curricula ideas and thinking and then make adjustments to instructional practice to support each child through their continuums in ELA. These tasks will be created by each cohort and monitored periodically during professional development to further refine. All tasks will be designed to ensure they meet the standards established by the Common Core Standards as well as meet the standards and beliefs imbedded in the curriculum at Ella Baker.
- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - During monthly PTA meetings a variety of school wide programs are shared. Two ELA workshops have been scheduled for the 2011-2012 calendar year. Workshops are conducted by classroom teachers and presented to groups during the PTA meeting.
 - In September parents were invited to a curriculum night, where cohorts and individual teachers discussed the work they planned for the year.
 - Two family conferences have been added to the school calendar. During conferences students are at the center of the meeting where they discuss and describe their work: growth, development and learning.
 - Weekly, teachers send home letters articulating what happened the previous week and what is anticipated for the upcoming week. Here, teachers discuss the math that students are doing, strategies students will be working on and suggestions for home support.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Currently all of our teachers meet the requirements of a Highly Qualified Teacher.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The Ella Baker School's approach to learning is highly individualized ensuring the growth of each student's academic, social and emotional development.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Ella Baker School uses staff strategically as well as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To further develop and strengthen teacher's ability to differentiate curriculum and instruction.

All classroom teachers will be able to demonstrate differentiation within lessons throughout the 2011-2012 academic school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Teaching and Learning Committee has spent time in classrooms, reviewing teacher generated curriculum throughout the 2010-2011 school year. It was determined that teachers who provided for more entry points, incorporated student interests and strengths, created varied lessons and opportunities for learning and who worked with various of groups of children in targeted instruction not only embedded the essence of what it is meant to be a teacher at The Ella Baker School, but also these were the same students who performed well on State mandated assessments. Thus, coaching teachers on various ways to differentiate has become a goal for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Professional Development:** Professional development takes place Monday afternoons, one half day a month and weekly during cohort meetings. We will continue to develop strategies that differentiate instruction to meet the academic needs of all of the students at Ella Baker.
- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Activity #2

- **Inquiry Team:** Inquiry Teams will look at student work to determine ways to best differentiate and continue to support and provide feedback for each student. Teams of teachers will continue to communicate to one another the various ways in which they make accommodations for all learners

based on the work, thinking and interests of each child.

- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - All prospective families are required to attend a school tour where the principal describes the school’s teaching philosophy, and vision. At the heart of the discussion is the school’s vision of supporting each child’s academic, social and emotional growth. Curriculum is differentiated to support each child’s growth and development across content areas and alongside learning continuums.
 - During monthly PTA meetings, we share the various school initiative and teaching practices with parents. We continue to share ways that parents can support their children at home.
 - In September parents are invited to a curriculum night, where cohorts and individual teachers discuss the work they plan for the year.
 - Two family conferences have been added to the school calendar. During conferences students are at the center of the meeting where they discuss and describe their work: growth, development and learning.
 - Weekly, teachers send home letters articulating what happened the previous week and what is anticipated for the upcoming week. Here, teachers discuss what the students are doing, strategies students will be working on and suggestions for home support.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Currently all of our teachers meet the requirements of a Highly Qualified Teacher.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The Ella Baker School’s approach to learning is highly individualized ensuring the growth of each student’s academic, social and emotional development.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen teacher practice by providing ongoing and effective feedback during informal and formal observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our goal is to support children's growth and development by supporting teachers' professional development. By using Charlotte Danielson's Framework for Teaching as a guide to support instructional practices, administrators and teachers will develop a common lens and shared language that will enhance and further develop teaching and learning.

Ella Baker is committed to creating a vibrant, creative, intellectual learning community that respects children and supports each child's continued growth and development. The core of our professional work is to take our strong philosophical beliefs and translate them into daily practice. We continue our commitment to support teaching and learning by identifying areas of need. Our work as a staff parallels the expectations we have of our children. Teachers share and develop their thinking and practice within our collaborative community. There are many opportunities for staff to share and reflect on practice by actively engaging in weekly cohort meetings, professional development, committees and other formal and informal aspects of school life.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

Observational Protocol: By using Charlotte Danielson's Framework for Teaching as a guide to support instructional practices, administrators and teachers will develop a common lens and shared language that will enhance and further develop teaching and learning.

- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Activity #2:

Observation and Feedback: The Leadership Team will embark on a cycle of observation and feedback. Information collected during observations will then be discussed at weekly Leadership meetings to discuss classroom teachers, trends and to reflect upon our observational practice. Our findings will help shape future professional development.

- **Target Population:** All teachers
- **Responsible Members:** Principal, Assistant Principal, Staff Developer
- **Implementation Timeline:** July 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Currently all of our teachers meet the requirements of a Highly Qualified Teacher.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The Ella Baker School's approach to learning is highly individualized ensuring the growth of each student's academic, social and emotional development.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Ella Baker School uses staff strategically as well as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

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- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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			N/A	N/A				
1			N/A	N/A				
2	9	9	N/A	N/A	6			
3	9	9	N/A	N/A	6			
4	3	3			4			
5					8			
6					1			
7	1	1	1	1	1			
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	The Ella Baker School works with a variety of strategies that best meet the needs of individual students. Identified students either meet in the classroom or are pulled out during the day. The provider, in conjunction with the teacher and the SBST, determine the appropriate amount of time each AIS students receive services.
Mathematics	The Ella Baker School works with a variety of strategies that best meet the needs of the individual students. Identified students either meet in the classroom or are pulled out during the day. The provider, in conjunction with the teacher and the SBST, determine the appropriate amount of time each AIS students receive services.
Science	Science intervention is provided during push-in intervention times. Curriculum at The Ella Baker School is developed using an interdisciplinary approach, thus incorporating the skills, strategies and thinking required to be successful in reading and writing but also transferring these skills to other disciplines, such as science.
Social Studies	Social Studies intervention is provided during push-in intervention times. Curriculum at The Ella Baker School is developed using an interdisciplinary approach, thus incorporating the skills, strategies and thinking required to be successful in reading and writing but also transferring these skills to other disciplines, such as social studies.
At-risk Services provided by the Guidance Counselor	Guidance is provided in a small group setting. This model allows for students to engage in behavior modification in a small setting with a plan established for each student.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

At-risk Health-related Services	N/A
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PARENT INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Allison Sheehan	District 02	Borough Manhattan	School Number 225
School Name The Ella Baker School			

B. Language Allocation Policy Team Composition

Principal Laura Garcia	Assistant Principal Joshua Satin
Coach N/A	Coach N/A
ESL Teacher Elizibeth Zaita	Guidance Counselor Kira McCune
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Valerie Kirk
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	338	Total Number of ELLs	12	ELLs as share of total student population (%)	3.55%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 

This school offers (check all that apply):

Transitional bilingual education program

Yes 

No 

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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	8			4			1				13
Total	8	0	0	4	0	0	1	0	0		13

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	2	2	1	1	2		2						11
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	1													1
TOTAL	2	2	2	1	1	2	0	2	0	0	0	0	0	12

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	1	1	2		2						11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	2	2	2	1	1	2	0	2	0	0	0	0	0	12

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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 K-1, 2-3, 4-5 and 6-8. 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.

The ESL provider, SETSS teacher and assistant principal create the schedule for all students receiveing mandated services. Thus ensuring that there is no overlap, conflict nor missed services.

Part 154?

The Ella Baker School is a school that utilizes the Common Core Standards to guide the instruction of all students, thus, does not perscribe to methodology. However, the school does assess the needs of all students and uses methods that are diffrentiated to meet those needs.

Ever step is made possible for students to be evaluated in their home language, when necessary. In the past we have used out of classroom teachers, utilized DOE teachers from neighboring schools and have used outside translation services.

Differentiation is at the core of all professional development at The Ella Baker School. Teachers are required to differentiate all classes, by groups or assignments. Thus, this requirement is also expected for the ESL provider and the classroom teachers that teach ELL studnets. To ensure effectiveness and continutiy of instruction, the ESL provider and classroom teacher meet regularly to share assignments, critique strategies and student work with the expectation that remediations are enhancing student outcomes.

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.

Courses Taught in Languages Other than English ⓘ

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

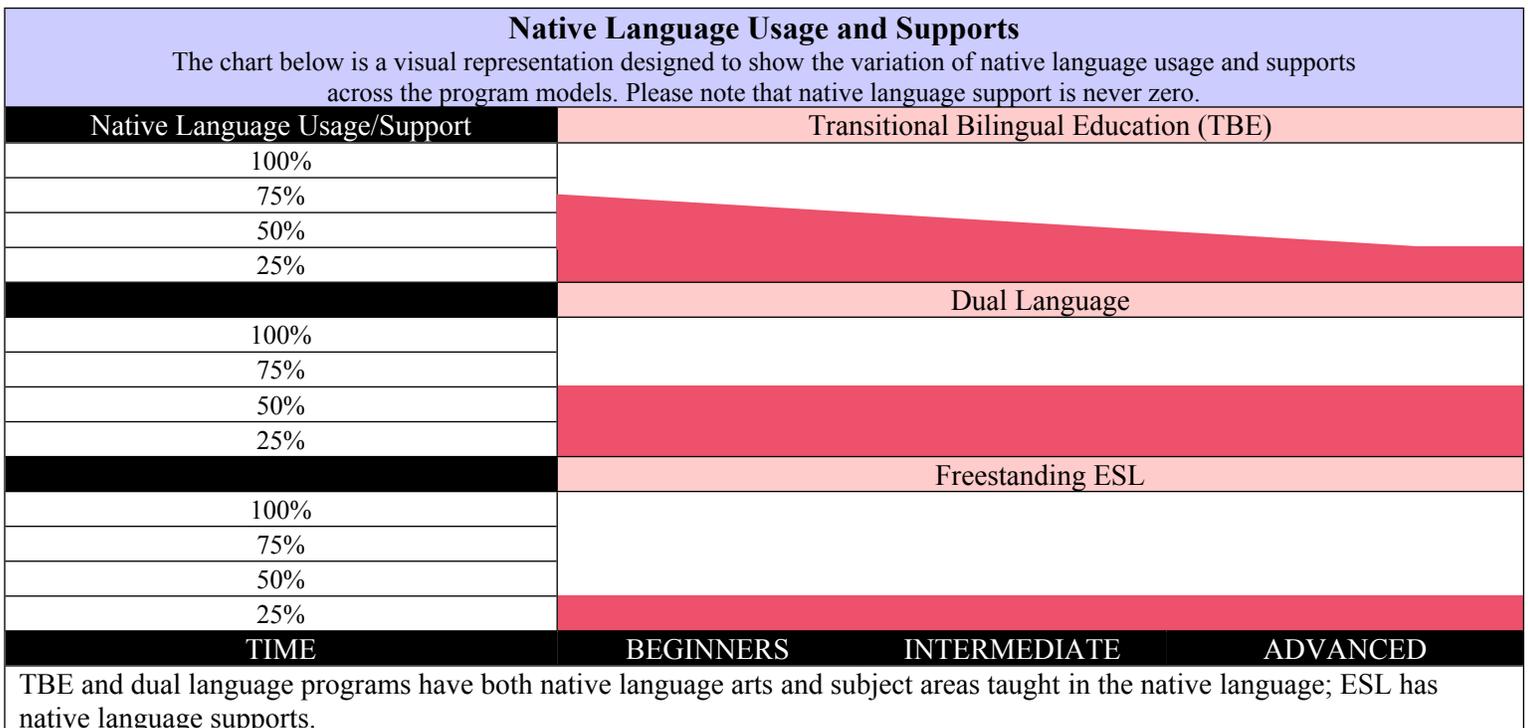
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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



B. Programming and Scheduling Information--Continued

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

Students in grades 6-8 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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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)	2	2	1											5
Intermediate(I)														0
Advanced (A)			1	1	1	2		2						7
Total	2	2	2	1	1	2	0	2	0	0	0	0	0	12

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The Ella Baker School uses a variety of tools to assess early literacy skills: The Primary Learning Record (PLR), TCRWP, DYOR Reading assessment to name a few. A majority of the ELL students are performing in the lowest quartile on these assessments. Word attack and making inferences are two areas that need to be developed in reading, while organization and development of ideas are components of writing that need to be enhanced. The ELL teacher and teacher candidate with ELL students are working on these literacy elements in both

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.

b. The Leadership Team met with teachers to discuss the results of the periodic assessment and to make accommodations for these students. The Leadership Team, the ELL teacher, and the classroom teachers will continue to monitor and refine instruction for these students throughout the year using, but not limited to: DYO ELA and Mathematics, Tasks and the PLR.

c. The Leadership Team continues to find that our ELL students do well with a modified curriculum, opportunities to share ideas, verbally process work and are allowed to engage in real world activities and experiences.

5. N/A

6. The Ella Baker School evaluates the success of its ELL program by evaluating the whole child. We look to see that each student growing along their own continuum, provided with the support that they need, allowed access to relevant engaging materials and experiences and is allowed the opportunity to feel successful.

Part VI: LAP Assurances

School Name: <u>225</u>		School DBN: <u>02M225</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Garcia	Principal		12/1/11
Joshua Satin	Assistant Principal		12/1/11
Valerie Kirk	Parent Coordinator		12/1/11
Liz Zaita	ESL Teacher		12/1/11
Cheryl Glover	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kira McClure	Guidance Counselor		12/1/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M224 **School Name:** The Ella Baker School

Cluster: _____ **Network:** CFN 102

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.

The 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 Chinese speaking
- Ella Baker has 2 families 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. This information is recorded and updated in ATS and emergency cards. Additionally, the Home Language Identification Survey states the preferred language.

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.