



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ELLA BAKER SCHOOL
DBN (i.e. 01M001): 02M225
Principal: LAURA GARCIA
Principal Email: LGARCIA3@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Garcia	*Principal or Designee	
Vivian Garcilazo	*UFT Chapter Leader or Designee	
Cheryl Glover, Co- President	*PA/PTA President or Designated Co-President	
	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	
Yumi Motoi	Member/ Parent	
Helen Quinn	Member/ Parent	
Lauren Antonucci	Member/ Parent	
Lauren Blankenstein	Member/ Parent	
Aria Turner	Member/ Teacher	
Elizabeth Santiago	Member/ Teacher	
Joshua Satin	Member/ Assistant Principal	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

All teachers will develop curriculum units and student tasks across all disciplines aligned with the Common Core Standards by June 2014.

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 and Common Core Instructional Shifts. Curriculum is developed to include multiple entry points for all children and allow 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. Tasks, as well as data collected using DYO assessment tools, will be carefully reviewed within cohorts so as to further develop strategies to individualize learning for all children. Our school data and the Shifts outlined by the Department of Education suggest the need to continue.

Instructional Strategies/Activities

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

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

1. Teachers will continue to create and adjust units of study and lessons to address the gap between what the standards require and what their students know and are able to do during weekly school wide professional development and cohort meetings. Professional development takes place on Monday afternoons, one half day a month, and weekly during cohort meetings. Topics include but are not limited to: Common Core Learning Standards, differentiation, questioning techniques, direct instruction, conferencing, observation and documentation, assessment and revision, curriculum development, descriptive review.
2. Imbedded in each unit are tasks created to support and assess the thinking and learning of the unit. All tasks will be designed to ensure that they meet the standards established by the CCLS, as well the standards and beliefs embedded in Ella Baker curriculum. After assessing student work on the tasks, teachers make adjustments to instructional practice to support each child’s individual learning and subsequent units. These tasks will be created by each cohort and monitored periodically during professional development meetings to further refine the tasks.

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

1. All teachers, Principal, Assistant Principal, Staff Developer
2. All teachers, Principal, Assistant Principal, Staff Developer

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

1. Units
 - Two times a year teacher submit units on Google Drive for administrative review.
 - Weekly, school wide professional development geared towards reviewing and enhancing practice and units
 - Weekly, cohort meetings review progress and student work to refine instruction and systems
2. Tasks
 - Two times a year teacher submit units on Google Drive for administrative review.
 - Weekly, school wide professional development geared towards reviewing and enhancing practice and units
 - Weekly, cohort meetings review progress and student work to refine instruction and systems

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

- 1. August 2013-June 2014
- 2. August 2013-June 2014

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

1 & 2. We have allocated some of additional instructional time through our School Based Option (SBO) plan to meet weekly for professional development as a staff. We have also extended the school day in order to create one half day per month to use for professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During monthly PTA meetings a variety of school wide programs are shared with parents. Two workshops have been scheduled for the 2013-2014 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 during the week and what is anticipated for the upcoming week. Here, teachers discuss the work that students are doing, strategies students will be working on, and suggestions to support at home connections.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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 #2

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

Administration will enhance the use and effectiveness of its systematic teacher observations to build and support each teacher's potential in creating a community of learners, through ongoing, effective and actionable feedback that further develops teaching practices and supports each child during the 2013/2014 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.

As a result of previous observational rounds and teacher feedback from end of the year reflections, teachers reported that their practice had improved and they had become more reflective. In addition, students evidenced greater levels of engagement and accomplishment. Therefore, the administration has identified continued observational rounds as a goal for 2013-2014. 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.

Instructional Strategies/Activities

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

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

1. We will use 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. Prioritized Danielson domains: Planning and Preparation, The Classroom Environment, and Instruction.

2. School Leaders will embark on a cycle of observation and feedback. At weekly meetings, leaders will share information collected during observations, discuss development of classroom teachers, trends and reflect on our observational practice. Our findings will help shape future professional development opportunities.
3. Teachers will develop individual goals, outlining areas where they seek support and growth, and make a plan for achieving their goals.

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

1. Principal, Assistant Principal and Educational Coach will work to ensure effectiveness of these observations, feedback and professional development needs of all faculty.
2. Principal, Assistant Principal and Educational Coach will work to ensure effectiveness of these observations, feedback and professional development needs of all faculty.
3. Teachers, in collaboration with administrators and coaches, will develop goals and action plans.

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

1. Informal observation feedback sheets, common language and lens and shared language
2. Observation notes will indicate teacher growth in identified areas, PD plan will address salient needs among teachers.
3. Each teacher will have identified at least one goal and developed an action plan for reaching it by October 2013.

• Timeline for implementation and completion including start and end dates

1. Principal, Assistant Principal and Educational Coach will work to ensure effectiveness of these observations, feedback and professional development needs of all faculty.
2. Principal, Assistant Principal and Educational Coach will work to ensure effectiveness of these observations, feedback and professional development needs of all faculty.

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

1. Calendar and checklist stating observation and feedback completion
2. Google Drive documentation of all observations and feedback to teachers.
3. Google Drive documentation of teacher goals and action plans.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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.

The Ella Baker School will refine its school-wide assessment practices through the 2013-2014 school year by collecting, analyzing and developing plans that outline next steps and strategies for each child.

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.

1. Based on school data from the previous year (Primary Learning Record (PLR), narratives, classroom observations, DY0, City and State assessments), we have concluded that we need to refine our school-wide assessments to better reflect the type of work that we strive to develop as well as align to the Common Core Learning Standards. Our faculty also decided that we need to continue to analyze and provide feedback about the effectiveness and breadth of our assessments, ensuring they are aligned to the demands of the Common Core Learning Standards, the philosophy and beliefs of Ella Baker and the needs of each child.

Instructional Strategies/Activities

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

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

1. All teachers will use the Primary Learning Record to record, make observations, reflect on lessons and student work and provide strategies for next steps. The school will complete this process three times a year.
2. In each unit throughout the year, students will complete a task which asks them to think deeply and make connections in their work. Each task will be developed by the cohort and will embody the skills, strategies and the big ideas inherent in the inquiry at hand. This task will be used as a measure to demonstrate the children's understanding of the content areas being studied. Work will be aligned throughout the course to allow children to show their thinking. The end of unit task/project will allow children to develop thoughtful, comprehensive projects that delve more deeply into the subject matter while showing children's creativity, voice and choice within the framework of study.
3. Working with the Network, teacher teams will turn-key the work of the Math and ELA DY0 to the staff to ensure alignment with Common Core Learning Standards.

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

1 - 3. All teachers, classroom and out of classroom, Principal, Assistant Principal, Staff Developer

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

1 - 3. PLR collection periods, triennial narratives, task reflections and weekly cohort work.

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

- 1 - 3.
- August 2013-June 2014
 - PLR collection periods, triennial narratives, task reflections and weekly cohort work.

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

1 - 3. Primary Learning Record, Math and ELA DY0, weekly cohort meetings, weekly full staff professional development.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During monthly PTA meetings a variety of school wide programs are shared. Two workshops have been scheduled for the 2013-2014 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 during the week and what is anticipated for the upcoming week. Here, teachers discuss the work that students are doing, strategies students will be working on, and suggestions to support at home connections.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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.
All classroom teachers will be able to demonstrate differentiation within lessons throughout the 2013-2014 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.
<ol style="list-style-type: none"> The School Administration has spent time in classrooms, reviewing teacher generated curriculum throughout the 2012-2013 school year. It was determined that teachers who provided 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 embodied the essence of what it is meant to be a teacher at The Ella Baker School, but also had students who performed well on State mandated assessments. Coaching teachers on various ways to differentiate has become a goal for the 2013-2014 school year. Knowing children as individuals; their interests, strengths, areas of challenge, learning styles, academic and social/emotional needs is essential in order to differentiate curriculum that will support growth and development. This need continues to surface during classroom observations and looking at student work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
2. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Professional development will take place Monday afternoons, one half day a month and weekly during cohort meetings. Differentiation will become a topic during professional development. Following the initial study, differentiation will then be embedded into professional development and discussions in the future as it is essential to knowing and teaching each student well. Inquiry Teams throughout the year will study a variety of strategies, protocols and best teaching practices. Throughout the study and when the teacher teams report out they will be responsible to share how differentiation is embedded in their study. Teachers will engage in Descriptive Review practices to observe children throughout the day in order to gain insight into their thinking and learning. This work will be central to our work in further developing differentiated instruction.
3. Key personnel and other resources used to implement each strategy/activity
1 and 2 <ul style="list-style-type: none"> All teachers, in and out of classroom, Principal, Assistant Principal, Educational Consultant
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1 and 2 <ul style="list-style-type: none"> Unit plans, daily lesson plans, informal observations
5. Timeline for implementation and completion including start and end dates
1 and 2 <ul style="list-style-type: none"> September 2013-June 2014
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1 and 2

- Weekly professional development, weekly cohort meetings, observations and feedback, Descriptive Reviews, DYO ELA and Math PDs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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 #5

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

N/A

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.

Instructional Strategies/Activities

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

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

1.

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

6.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, 2 column notebooks, graphic organizers (multi-flow, Venn diagrams, circle and squares, tree maps ...), Looking for an Argument, close readings	Small groups, afterschool tutoring, pull-out and push-in instruction	During the school day and after school
Mathematics	Math strings, contextual work	Small groups, afterschool tutoring, pull-out and push-in instruction	During the school day and after school
Science	Science notebooks, graphic organizers	Small groups, afterschool tutoring, pull-out and push-in instruction	During the school day and after school
Social Studies	2 column notebooks, graphic organizers (multi-flow, Venn diagrams, circle and squares, tree maps ...), Looking for an Argument, close readings	Small groups, afterschool tutoring, pull-out and push-in instruction	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RCCP, Project Adventure	One-to-one, small group	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 225
School Name The Ella Baker School		

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

Principal Laura Garcia	Assistant Principal Joshua Satin
Coach N/A	Coach N/A
ESL Teacher Elizabeth Zaita	Guidance Counselor Kira McCune
Teacher/Subject Area Vivian Garcilazo/Dance & Drama	Parent type here
Teacher/Subject Area Luis Flores/Gym & Spanish	Parent Coordinator Valerie Kirk
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	8	ELLs as share of total student population (%)	3.01%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	1	5	0	4	0	0	0	8
Total	3	0	1	5	0	4	0	0	0	8

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	2	0	0	0	0	0	0					3

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0				
	I	0	0	0	0	0	0	0	0	0				
	A	0	1	1	2	1	0	1	0	0				
	P	0	0	1	0	0	1	0	0	0				
READING/ WRITING	B	0	1	2	0	0	0	0	0	0				
	I	0	0	0	2	0	0	0	0	0				
	A	0	0	0	0	1	1	0	0	0				
	P	0	0	0	0	0	0	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4		1			1
5		1			1
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4			1						1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Assessments tools used at Ella Baker include, but are not limited to, the Teacher's College Reading Assessments with running records, the Foundations Early Intervention reading and writing assessments, the Primary Learning Records (PLRs) and student portfolios. These tools provide a look at student growth over time. The data shows that our students' academic needs are a result of their emergent literacy skills as opposed to their language development. Due to this insight, we are continuing to provide targeted instruction based on student need.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students are growing in their language development, especially listening and speaking, as indicated on informal and formal schoolwide and state assessments, and the LAB-R and NYSESLAT. However, some of the ELL students are not making enough growth in reading and writing in order to meet the benchmark of the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
More emphasis will be placed on reading and writing, through the use of guided reading, word study, targeted instruction in phonological awareness, and reading groups.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Teachers are increasing their use of visual supports and physical performances to accommodate the language needs of all students. Word walls support language retrieval. Through cohort meetings and teacher conferences, as well as meetings with students' families, teachers learn how best to further modify materials and curriculum development in order to meet the needs of ELLs, as well as all students. Students in grades 6-8 are provided with one period a week of Spanish language instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
See 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..
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL students are provided with intervention in the content areas based upon need. Need is determined through a variety of avenues, each within the categories of both formal and informal assessments. The ELL teacher works with the classroom teacher to determine and provide the appropriate curriculum for intrevention. The LAP team meets weekly to review the progress of each child. As a group participate in case studies and discuss strategies for adressing children needs. We review and make recommendations for individuals and groups of students. These sessions are geared towards moving students through their continuum.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at student portfolios to provide us with a long-term look at student development overtime, and consider areas of success and those needing further development.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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 Elizabeth Zaita, 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.
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.

Ella Baker is a school of choice. Prior to admittance, parents are told that the Ella Baker School offers a pull-out ESL program, and that, additionally, the NYC Department of Education offers Transitional Bilingual and Dual Language models. Interested families are then instructed to view the video describing each choice in their native language. Once they feel confident that the Ella Baker school's program will meet their child's needs, if necessary, they complete the school orientation. They then complete the parent choice questionnaire/survey. If parents choose something that we do not offer, we do our best to provide them with these services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

First, all new parents receive an orientation packet that contains all of the necessary forms. Then, the LAP consultant for the Ella Baker School reviews all materials to ensure that they have been received from all new families. To confirm, we cross-check the computer data with the file data, noting whether and if anything has not yet been received. In the event that something has not been received from a family, the LAP coordinator contacts the family to retrieve the forms. The entitlement letters are distributed and collected at the orientation; these letters are kept on file in the cumulative records and a second copy is maintained in the ESL coordinator's office. R-LER and R-LAT reports in ATS are used to determine student eligibility. To determine NYSESLAT eligibility, we use the BNDC and BEPG reports in ATS.
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.

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 and/or the ELL coordinator. 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 (now NYSITELL). Children are provided with their mandated ELL allotment: 360 minutes a week of instruction for beginners and intermediate students. Advanced students receive 180 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 annually by 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. Once parents have made their choices, and according to how students perform on the LAB-R and/or NYSESLAT, appropriate placements are made. Parents are given updates annually in terms of students' continued enrollment in ESL services. We maintain records on these conversations with parents in the entitlement letter records kept and continuously updated in each student's cumulative records at Ella Baker.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each year, the ESL teacher and the Assistant Principal administer the NYSESLAT to all eligible students. The LAP teams meet prior to test administration to review the exam and any questions or uncertainties we may have. The ESL teacher and Assistant Principal conduct a practice administration together, and use a spreadsheet to track their testing with each student. Students are tested in a quiet, separate location to avoid any distractions.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Ella Baker is a school founded upon a philosophy of student choice and interests, and is dedicated to creating a strong community amongst its staff, students, and families. All families of students that speak languages other than English are given the Parent Survey and Program Selection forms. 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 a combined ESL pull-out and push-in program. Families then make a decision about the services they would like for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. Instruction is delivered through a combined pull-in and push-in model for all English language students. The ELL teacher collaborates with the classroom teacher and related service providers to establish goals and discuss present levels of performance of each student. All educators working with the student helps to determine necessary classroom supports to scaffold learning and any modified or reference that is needed.
 - b. Students are grouped according to academic need, behavioral needs, interests, and preferences. It is our belief at Ella Baker that this mixed heterogeneous-homogeneous grouping approach leads to greater student engaged as student choices are represented, including through grouping.
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)?

The ELL teacher, SETSS teacher and assistant principal create the schedule for all students receiveing mandated services, while collaborating with the classroom teachers and related service providers. This approach ensures that there is no overlap, conflicts or missed services. Instruction is delivered at 360 minutes a week for beginner and intermediate students. Advanced students receive 180 minutes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The Ella Baker School is a school that utilizes the Common Core Standards to guide the instruction of all students, thus does not prescribe to methodology. However, the school does assess the needs of all students and uses methods that are differentiated to meet those needs. All instruction is conducted in English using a variety of approaches and strategies: total physical response, whole language approach, and direct skill identification.

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

Every step possible is taken in order for students to be evaluated in their home language, when necessary. In the past we have utilized out of classroom teachers, DOE teachers from neighboring schools, and outside translation services, when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the Ella Baker School, all teachers and related service providers use a multi-sensory approach to teaching, and incorporate the four key aspects of instruction into their work with students: speaking, listening, reading, and writing. Formative assessments are pervasive in everyday instruction; a portfolio is used to track long-term student growth in learning; and quarterly assessments are given to obtain specific standardized data regarding student growth. 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. These modalities are systemically monitored throughout the year with the use of the Primary Learning Record (PLR) that travels with each student from year to year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We advise the parents who choose to enroll at Ella Baker of the options for ELL learners offered by the Board of Education and at Ella Baker specifically. We provide intervention services, including bilingual counseling, to assist students with this transition into school in New York City and at Ella Baker specifically.

b. 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).

c. 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, and assessments to determine follow-up interventions.

d. Please see letter c.

e. Student work is presented at monthly conferences with the LAP team to review their work and ensure growth moving forward, and to determine/confirm that additional English language support is no longer needed.

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

Please see above (question #5 in this section). As 6 of our 8 ELL students are SWDs, the above describes the strategies we use with these students. Teachers use the same grade-level materials with these students; however, the materials are often modified to include a word bank, highlighted key words or phrases, and introductory lesson to frame the text, and/or picture cues to support comprehension and vocabulary development.

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

The ESL teacher works in conjunction with the SETSS and classroom teachers to ensure that student's needs are monitored, and appropriate referrals are made. These discussions take place with 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:	N/A	0	0
Social Studies:	N/A	0	0
Math:	N/A	0	0
Science:	N/A	0	0
N/A	N/A	0	0
N/A	N/A	0	0
N/A	N/A	0	0
N/A	N/A	0	0

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

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

	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program is effective as it is currently leading to student growth and achievement across all subject areas. All teachers are aware that they are teachers of ELLs. In teaching all subjects (including math and social studies), repetition of directions, visual supports, group projects, manipulative materials, and visually/physically acting out different situations support our diversity of learners, including ELLs. In addition to the Teacher's College Reading and Writing assessments and the Mathematics TERC and Everyday Math assessments, teachers weave assessments throughout each unit - with an initial assessment, formative assessments during the unit - individual and group - and final assessments in project format at the end of each unit or study.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently targeting reading and writing in our work with students, as this proves to be the biggest need area for support.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are considered for all intervention services during school and after school. Aside from a student's mandated services, the school provides an afterschool program that supports the various needs of all students. Currently, ELLs are represented in all school programs from academic support to arts and sports (such as media arts and basketball).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At the Ella Baker School, all teachers and related service providers use a multi-sensory approach to teaching, and incorporate the four key aspects of instruction into their work with students: speaking, listening, reading, and writing. Formative assessments are pervasive in everyday instruction; a portfolio is used to track long-term student growth in learning; and quarterly assessments are given to obtain specific standardized data regarding student growth. 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. These modalities are systemically monitored throughout the year with the use of the Primary Learning Record (PLR) that travels with each student from year to year.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students in grades 6-8 are provided with one period a week of Spanish language instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The LAP team meets weekly to review the progress of each child. As a group, LAP members present student work as participants in case studies, and the team discusses strategies for addressing children's needs. We review and make recommendations for individuals and groups of students. These sessions are geared towards moving students through their continuum.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Community building is an integral component of the Ella Baker School curriculum. In addition to our biweekly Town Meetings, all educators incorporate team-building activities into their lessons, as well as partner and group projects. These approaches promote positive peer relationships and assist newly enrolled ELL students at all times. Additionally, the school Guidance Counselor visits the classrooms to observe ELLs in their classroom environments, and conferences with teachers about how the students are adjusting to their new environments.
18. What language electives are offered to ELLs?
- Students in grades 6-8 are given Spanish language instruction for one period a week. Additionally, students have choice time in their classrooms, during which they often choose to study language on computers.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

C. Professional Development and Support for School Staff

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

The Ella Baker Community is dedicated to staff development. Every 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 or 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 are provided with ample opportunities to discuss individual and groups of children and address their needs.

D. Parental Involvement

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

The parents in the Ella Baker community are very active. The Ella Baker School, in collaboration with 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 makeup 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's workshops will include, but not be limited to, literacy, math, writing and working with your child. We hold a curriculum night as well as full-day family conferences throughout the year, during which all parents view student work, classrooms, listen to descriptions of their children's curricula, and have ample opportunity to ask and clarify questions regarding their children's learning experiences at Ella Baker, and their learning needs.

E. Additional Information

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

N/A

School Name: The Ella Baker School

School DBN: 02M225

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luara Garcia	Principal		11/15/13
Joshua Satin	Assistant Principal		11/15/13
Valerie Kirk	Parent Coordinator		11/15/13
Elizabeth Zaita	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kira McCune	Guidance Counselor		11/15/13
Alison Sheehan	Network Leader		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M225 School Name: The Ella Baker School

Cluster: CFN 102 Network: Alisonn Sheehan

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.

All families that are new to the Ella Baker School complete the Home Language Survey in order to assess the dominant language in their households and the languages in which school materials will need to be provided. All formal documents are made available in the home language, and a native-language speaker from our school is present at all family conferences; if needed, an outside agency is used for interpretation and/or translation services. Our parent coordinator ensures that all parents' language needs are met through these services.

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.

When necessary, the majority of language services needed in our school take the form of interpretation services, and are mostly in Spanish. At least half of our staff speaks Spanish natively or at the native level, including at least three staff members who are certified to serve ELL students. Additionally, some services are needed in Russian, and one of our staff members is a native Russian speaker and writer. These findings are made available to the school community.

Part B: Strategies and Activities

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

As described in Part A, all formal documents are made available in the home language, and a native-language speaker from our school is present at all family conferences. If needed, an outside agency is used for translation services.

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.

As mentioned in Part A, interpretation services are provided by staff members. In the event that a language needed is not spoken by one of our staff members, an outside agency is used.

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>.

The Ella Baker School makes every effort to inform all parents and guardians about all issues pertaining to their child's education; interpretation and translation is provided for such issues as narratives, checklists, school notices, the parent Bill of Rights, as aligned with the Chancellor's Regulation A-663.