

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M225

School Name:

ELLA BAKER SCHOOL

Principal:

LAURA GARCIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Ella Baker School School Number (DBN): 02M225
Pre-Kindergarten through grade 8
Grades Served: _____
School Address: 317 East 67th Street, New York City, NY 10065
Phone Number: 212-717-8809 Fax: 212-717-8807
School Contact Person: Laura Garcia Email Address: Lgarcia3@schools.nyc.gov
Principal: Laura Garcia
Elizabeth Santiago
UFT Chapter Leader: Stacey Henderson-Capeceminutolo
Parents' Association President: Joshua Satin
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie LaBoy
333 7th Avenue New York, NY 10001
Superintendent's Office Address: _____
blaboy@schools.nyc.gov
Superintendent's Email Address: _____
212-356-3815
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan District 2 Director: Yuet M. Chu
333 7th Avenue New York 10001
Director's Office Address: _____
ychu@schools.nyc.gov
Director's Email Address: _____

917-705-5856

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Garcia	*Principal or Designee	
Elizabeth Santiago	*UFT Chapter Leader or Designee	
Stacey Henderson-Capeceminutolo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Aria Turner	Member/ Teacher	
Vivian Garcilazo	Member/ Teacher	
Michael Paoli	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mialna Kagan	Member/Teacher	
Laura Blankenstein	Member/ Parent	
Cheryl Glover	Member/ Parent	
Laura Palmero	Member/ Parent	
Lauren Antonucci	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Ella Baker School is a Pre-K to 8th grade public school located on the Upper East Side of Manhattan in the Julia Richman Education Complex. We are a non-catchment area school and accept students from all five boroughs, whose families work in the area. We serve a population of approximately 340 students from culturally diverse backgrounds.

The Ella Baker School is committed to a child-centered, experienced-based curriculum, where children devote time to the exploration of ideas by using materials and developing extensive projects. Our community values the importance of making choices, working collaboratively and planning curriculum that meet the interests, needs, and learning styles of all children. Our experienced and devoted teachers work with each child for two years in multi-age classrooms, providing continuity of experience and enabling collaboration for children of different ages.

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

Created in 1996 by former teachers and administrators from Central Park East Elementary School, The Ella Baker School was founded on the principles of a progressive education. The school is named after Ella Josephine Baker (December 13, 1903 – December 13, 1986), an unsung hero of the civil rights Freedom Movement who inspired and guided emerging leaders. Ella Baker's influence was reflected in the nickname she acquired: "Fundi," a Swahili word meaning a person who teaches a craft to the next generation. We aspire to teach and lead by her principles – to help students unlock the power within themselves to go out into the world with confidence and with a love of learning.

We believe that children learn by doing. Teachers take advantage of the many opportunities for learning in New York City. Our children attend many cultural events throughout our city. Our school seeks to continue to strengthen our collaboration with science institutions to further enhance our offerings in scientific inquiry and research. We will work with the Urban Advantage Program, Museum of Natural History, Rockefeller University and others that will support our work. This will be a focus of our interdisciplinary curriculum school wide in the fall. We continue to seek support from new organizational structure within the Department of Education, District 2.

We will focus this fall on a cycle of weekly professional development, recommitting ourselves to the understanding and breadth of literacy, looking critically for ways to enhance opportunities for meaningful writing, reading, dialogue and communication in all curriculum areas. There are quite a few new staff members and it is important to engage all staff in discussions around our school wide understanding of literacy instruction and the Habits of Mind. This forms the foundation for inquiry across content areas paying attention as well to democratic principles of inclusion and multi-cultural perspectives,

The Ella Baker School celebrates a diverse student population with a wide range of learning styles, strengths and challenges. We currently have two (2) Integrated Cooperative Teaching classes, (ICT). Special Education services including, Occupational Therapy, Physical and Speech Therapy are provided on site. Teachers work with all children to develop their ideas and skills by designing compelling and relevant curriculum with multiple entry points for all learners. Our inquiry, project based, curriculum incorporates a variety of materials, literature and experiences supporting children's understanding of big ideas while developing the academic skills embedded in the study. All curriculum are aligned to the NYS Common Core Standards. Teachers are able to work with individual children and small groups targeting instruction that meets the needs of all children in the classroom. Groups are flexible according to the needs of the children. Our teachers understand that children learn best by having clear expectations for their work and by having many experiences where they are able apply and practice skills and concepts. Teachers provide ongoing feedback, scaffold and differentiate instruction using a multi-sensory approach to teaching and learning facilitating optimal learning conditions.

The Framework for Great Schools offers educators a clear path towards developing a strong teaching and learning community. It highlights the interrelationship between significant indicators that have a deep impact on student achievement. The Ella Baker School is a strong learning community that cares deeply about the growth and development of everyone in the school including children, families and staff. All staff members engage in weekly staff meetings where ideas are exchanged and decisions are made. Teachers and paraprofessionals make professional decisions about curriculum studies and have agency over their work. Teachers review student work and are able to make informed decisions about amending work to support the needs of their students. Staff engage in inquiry topics that will further develop their professional skills and have a direct impact on children's growth and learning.

Our families and PTA work closely with staff and administration to support school wide initiatives as well as advocate for additional areas of focus and growth. With the support and collaboration of the PTA our school is now able to offer Spanish language and culture instruction to children in grades K through 5. We have also been able to offer additional school trips and support a school wide interdisciplinary focus on science. We have facilitated workshops that are of interest to parents especially in the teaching of math and reading. Our families come from all five boroughs and work in the area therefore we offer many opportunities for families to connect with each other fostering a deeper sense of commitment and engagement with our community. We continue to celebrate school wide traditions engaging everyone in our community, some events are: The Annual Potluck Dinner, Field Day, monthly weekend play dates in all boroughs, The Ella Baker Commemoration, Family Talent Show, Art Auction.

We are currently engaging in a school wide inquiry of literacy across all curriculum areas and throughout the school. Our work will give us a fresh perspective on literacy. We expect to read together, look at our work and that of the children, share best practices and develop a common understanding of how to create an environment that cares about language, ideas, books, voice, writing and reading and communicating.

PHILOSOPHY

- We believe a solid education includes a strong intellectual foundation across all disciplines, including the arts, rich literature, meaningful trips and hands-on exploration with diverse and relevant materials.

- We believe the role of the school is to educate children to be aware of the world around them and be thoughtful, caring, kind and tolerant members of their communities.
- We believe children are curious by nature and learn along their own unique paths and time line.
- We believe children express their understanding in different ways.
- We believe children’s learning is holistic and integrated across all subjects.
- We believe children and teachers think deeply about their work and its relevance in the world.
- We believe children learn best in a trusting and safe environment, one in which they are supported to follow their interests and approaches to learning.
- We believe children learn from making and doing with a range of materials and media, in collaboration with peers and through the support of adults.

02M225 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	323	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	2	# Dance	1	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.9%	% Attendance Rate		91.5%
% Free Lunch	34.8%	% Reduced Lunch		8.5%
% Limited English Proficient	3.1%	% Students with Disabilities		21.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		24.5%
% Hispanic or Latino	43.9%	% Asian or Native Hawaiian/Pacific Islander		5.0%
% White	21.9%	% Multi-Racial		3.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		12.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.2%	Mathematics Performance at levels 3 & 4		40.2%
Science Performance at levels 3 & 4 (4th Grade)	92.3%	Science Performance at levels 3 & 4 (8th Grade)		27.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Ella Baker School is committed to developing student’s mathematical thinking and skills. We strive to develop mathematicians and classrooms that are rich in inquiry. Our teachers work to develop meaningful problems where students are required to show their thinking. Implicit to this work is context, representation and discourse.

Through the work with math staff developers and previous work with Math-In-the-City we developed grade appropriate assessments which are aligned to the Mathematical Common Core Learning Standards. Using these assessments as well as our findings from State Assessments, we have determined that we must continue to strengthen our teaching of mathematics in order to provide our students with the strategies, skills and problems that will further develop their understanding and skills.

Our school was highly celebrated in last year's Quality Review. We received Well Developed in all indicators of the review. Below are some of the findings:

Findings:

"Teacher pedagogy promotes the ideas of multiple entry points and student engagement. Every classroom demonstrated meaningful ways in which all students could access complex ideas or concepts and engage in high-level questioning and student-to-student discussion."

Impact

"Teaching strategies are aligned to the instructional shifts and promote college and career readiness skills. Learners are actively engaged in multiple learning opportunities that incorporate higher order thinking skills and high-level discussions. "

We have found, however, that there is a disconnect between the work and creativity shown by children and staff as evidenced in our QR and the scores received on the State ELA and Math exams. Our project based, collaborative teaching and learning is at odds at times with the way children respond on the state test. Children rarely read a passage that is not relevant to what is being investigated and must respond to multiple choice questions that are

controversial and are not clear. We continue to seek ways for children to master these tests while not compromising the richness of inquiry and collaborative teaching and learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-2016, all classroom teachers will develop student math proficiency. Three times a year students will go through a series of interim assessments. Our school has been granted the ability to develop and use assessments under the provisions of PROSE. Following these assessments, classroom teachers collaboratively work to describe and evaluate student work in order to develop targeted instruction for the class, small groups and individuals. The assessments and subsequent cycle of work is reviewed to understand children's thinking, understanding and growth. Teachers plan activities and lessons accordingly. The careful review of each child's growth and understanding is recorded in three narrative reports throughout the academic year. Children share their work during family conferences twice yearly.

Students will be instructed to use efficient and effective strategies as outlined by the Common Core Learning Standards as well as have opportunities to articulate both orally and in writing arguments that justify their work and critique the work of their peers. Furthermore, teachers will continue to refine their mathematical understanding in order to support various types of learning and to meet each child along their personal mathematical continuum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Classroom teachers and paraprofessionals will partake in math professional development during our weekly designated professional development times and weekly cohort meetings. This work will revolve around understanding and implementing numeracy work through the development of math strings, enhancing students flexibility to use various and efficient strategies</p>	<p>Pre-K-Grade 8 classroom teachers and paraprofessionals</p>	<p>September 2015- June 2016</p>	<p>Assistant Principal</p>

when solving contextual work and refining each teachers ability to diagnose and support and each math learner. This targeted researched based work, Math-in -the-City developed by Cathy Fosnot at City Colllege is linked to effective strategies, grounded in understanding the continuum of learners in each classroom. Teachers are trained to support the needs of each students including those with learning disabilities, English language learners, and other high-need student subgroups.			
Teachers in each cohort will partake in professional development after and during school run by Kate Abel. The work from these sessions will then be turn-keyed to all relevant personnel.	Pre-K-Grade 8 classroom teachers and paraprofessionals	September 2015- June 2016	Math Cohort point person.
3 times a year students will go through a series of interim assessments. Following these assessments, classroom teachers will collaboratively work to describe and evaluate student work in order to develop targeted instruction for the class, small groups and individuals.	Pre-K-Grade 8 classroom teachers and paraprofessionals	October 2015, January 2016 and April 2016	Classroom teachers and paraprofessional
2 times a year 1 member from each cohort will present at Ella Baker Math Night, describing and working on the math that their children work on day in and day out.	Parents	October 2015 and February 2016	Math cohort point person
Math Inquiry Team	Pre-K-Grade 8 classroom teachers and paraprofessionals	September 2015- June 2016	Classroom teachers and paraprofessional

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Math Staff Developer, Math for America Professional Development, Monday Professional Development, Weekly Cohort meetings, 3 inter-visitation days, Ella Baker ½ Day, Math and Technology Inquiry Team, Assistant Principal										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The Math Inquiry Team will collect student Primary Learning Records, student work, teacher reflection sheets and review the interventions used to support the range of learners in the classroom in November, February and May. Teachers will discuss strategies that consistently work to support children's understanding, growth and development. Teachers will refine teaching practices and communication with parents to support a common understanding of

mathematical concepts and operations using multiple strategies and models to further support strong math skills and math literacy. Teachers will develop parent workshops to reinforce mathematical understanding and teaching.

In May 2016, professional development will be used to evaluate our progress. Teachers will review strategies that support children's understanding, look at individual and group work, teachers assignments, staff development notes and parent feedback. Teachers will carefully review the performance tasks(3) of each child throughout the year looking for evidence of growth and adjusting teaching practice accordingly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

We believe at Ella Baker that students are curious by nature, think deeply about the world and are interested in all aspects of learning. We believe that students learn best by being immersed in inquiry based curriculum that asks relevant and deep questions, and by developing authentic projects that show their understanding. Children are able to make choices about their work. Teachers create ample opportunities to develop thinkers by having children engage in trips, experiments, research, and by having children working together to deepen their understanding, knowledge and critical thinking skills.

The Habits of Mind provide a framework to think deeply about ideas and concepts and develop knowledge and understanding across all curriculum areas. Using the Habits ensures that teachers and students engage in a rigorous process that fosters intellectual exchange.

The Habits of Mind.

Using Evidence
Considering Viewpoints
Making Connections
Asking “What IF?”
Seeking Significance

Using surveys developed by the parent association and our own internal data, we have prioritized science across the school to be more visible, vibrant and viable.

We have already reached out to outside organizations, such as Rockefeller University, and have strengthened our existing partnerships with Urban Advantage, Christodora and Math for a America and seek to develop partnerships with the American Museum of Natural History, the Rockefeller Foundation, high schools science programs within the Julia Richman Education Complex, (JREC) and with hospitals and scientists in our community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

Parents and teachers have identified science as an area of focus this academic year. Our teachers participated in a summer retreat to look at science and develop a school wide interdisciplinary focus on science in the fall 2015. We have hired a professional developer to support science inquiry and have engaged a cadre of parents who are specialist in the field that can provide additional support and expertise.

During the 2015-2016 school year, the school has developed three science assessments points throughout the year: December, March and May. During these times the Science Inquiry Team, with the support of our staff developer, will assess curriculum development. student work and teacher assignments. The Science Inquiry Team will review assessments and make recommendations to further align our work to the Generation Next Science Standards and our own beliefs about how students and make meaning of our world.

Science naturally lends itself to learning through inquiry, observation and research, We are actively pursuing relationships with organizations in NYC that will support our work. We will be working with the American Museum of Natural History, (AMNH), the Urban Advantage program for the middle school grades, the Rockefeller Foundation, Christodora Foundation, Outward Bound among others.

This work will integrate scientific research and literacy. We expect all children to showcase their work twice this academic year in a school wide science museum. All teachers and paraprofessionals will participate monthly in school wide and cohort level professional development to help refine and develop school-wide science practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All grade cohorts will create pacing calendars for the year aligned to New York State Common Core Learning Standards and Next Generation Science.	Classroom Teachers	September 2015	Assistant Principal, Science Staff Developer
All teachers and paraprofessionals will partake in a science summer institute.	Classroom teachers and Paraprofessionals	June 29, 2015	Principal, Assistant Principal

Science Share day in December for the entire schools and families	School wide staff , students and parents	December 2015	Principal, Assistant Principal, Science Staff Developer, Science Inquiry Team, and the PTA
Family Science Night	Staff, students, parents and outside groups	February 2016	Assistant Principal, Science Inquiry Team, Staff Developer Urban Academy teacher PTA
Science Inquiry Team	Staff developer, Classroom teachers and Paraprofessionals	June 2015- June 2016	Staff Developer, Classroom teachers and Paraprofessionals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Urban Academy Science Teacher, Urban Advantage, Christodora, Monday Professional Development, cohort meetings, 3 inter-visitation days, Ella Baker ½ Days, Science Staff Developer, Science inquiry Team										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
There will be a school wide celebration of science during the first week in December. The Science Inquiry Team and staff developer will work throughout the fall to support the work of all teachers preparing to show case children's work. Children will develop projects and will be prepared to share their work and thinking with all members of our community. We will reflect on our work and make recommendations to strengthen our work for the following semester. This cycle will continue to meet up throughout the year checking in March and May. A review our science curriculum, assessments, (PLR's), teacher assignments and student work for evidence of growth and development in scientific methods and inquiry.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Embedded in our work with PROSE is the understanding that we will continue to develop and strengthen our assessment practices. After carefully reviewing our informal and formal assessments, (PLR’s), we will focus our work creating next steps for each child. Teachers will analyze trends in the classroom and develop targeted instruction that meets the needs of the children. Teachers will share strategies and monitor student progress throughout the year. Our assessments are aligned to curriculum and we are able to modify curriculum as needed.. We are actively engaged in looking at children’s work. This practice allows teachers to refine their ideas and thinking, further developing small learning groups addressing particular needs in the classroom..

As a learning community we share best teaching practices that address individual needs and learning styles. Our collaboration with other PROSE schools supports this work. By using Descriptive Review Practices developed at the Prospect School, our teachers are trained to pay attention to children's modes of thinking, learning and interests. This provides insight on how to facilitate new learning opportunities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The Ella Baker School will use school-wide assessment practices throughout the 2015-2016 school year and use this data to develop plans that outline next steps and strategies for each child.

The Quality Review celebrated our school wide assessment practices as evidence by a rating of Well Developed however this area was also identified as an area of continued focus. The findings and impact stated in the QR are the following:

"School leaders and staff align assessments to curricular, use on-going assessments and grading practices to analyze data on student learning outcomes, and make instructional adjustments at the team and classroom levels. Teachers use on-going checks for understanding to inform them of next instructional practices."

"The school's use of common assessments, data analysis, descriptive reviews of individual students , and feedback , allows teachers to make thoughtful instructional adjustments at the classroom and school level that meet students' learning needs?"

Our goal is to support each student by systemically collecting and analyzing student work using the Primary Learning Record (PLR) ensuring that each student is able to meet personal goals and work towards or exceed the goals set forth by the NYS Common Core Learning Standards.. To do this, we will analyze our system wide use of the assessments ensuring that they are aligned to both curriculum and to the demands of the Common Core Learning Standards,

Capacity Framework. We will always ensure that we are meeting children where they are and develop strategies to facilitate learning along the continuum across subject areas. We believe that we must understand how children learn, paying attention to interests, strengths and challenges. By knowing children well we can individualize instruction to address needs using areas of high interest.

Teacher and students create authentic meaningful, work across the disciplines and within each classroom. By using the Habits of Mind we ensure that we challenge ourselves to engage in intellectual, and thoughtful work.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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.	Classroom Teachers	November 2015, February 2016, May 2016	Principal, Assistant Principal
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.	Classroom Teachers	September 2015-June 2016	Principal Assistant Principal
Working with the District, teacher teams will turn-key the work of the Math and ELA DYO to the staff to ensure alignment with Common Core Learning Standards.	Classroom Teachers	September 2015-June 2016	Principal Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly Professional Development, weekly cohort meetings, Ella Baker ½ Days, PROSE Inquiry Team, Professional Development twice annually with other PROSE partner schools, Principal Leadership Team with other partner PROSE school leaders.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
We will review the alignment of assessment practices to curriculum, NYS CCLS and our narratives to see evidence of student growth and teacher intervention strategies that supported student growth. We will look at this school wide cycle of assessment three times a year to discuss the strength pf our work and identify areas that need further development.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Assessments of student work, class observations during whole and small group activities and presentation at the Pupil Personnel team Meetings	Wilson, 2 column notebooks, graphic organizers (multi-flow, Venn diagrams, circle and squares, tree maps ...), Looking for an Argument, close readings	Small groups, after school tutoring, pull-out and push-in instruction	During the school day and after school
Mathematics	Assessments of student work, class observations during whole and small group activities and presentation at the Pupil Personnel team Meetings	Math strings, contextual work	Small groups, after school tutoring, pull-out and push-in instruction	During the school day and after school
Science	Assessments of student work, class observations during whole and small group activities and presentation at the Pupil Personnel team Meetings	Science notebooks, graphic organizers	Small groups, after school tutoring, pull-out and push-in instruction	During the school day and after school
Social Studies	Assessments of student work, class observations during whole and small group activities and presentation at the Pupil Personnel team Meetings	2 column notebooks, graphic organizers (multi-flow, Venn diagrams, circle and squares, tree maps ...), Looking for an Argument, close readings	Small groups, after school 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.)	Presentation at Pupil and Personnel and initial screening by a designated specialist.	RCCP, Manice	One-to-one, small group	During the school day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

The Ella Baker 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 0	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 ENL teacher, and one parent.

Principal Laura Garcia	Assistant Principal Joshua Satin
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Elizabeth Zaita	School Counselor Kira Hammond
Teacher/Subject Area Vivian Garcilazo/Dance & Drama	Parent Cheryl Glover
Teacher/Subject Area Luis Flores / Gym & Spanish	Parent Coordinator Valerie Kirk-Kamalli
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	283	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7		4	3		2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our students are growing in their language development, especially listening and speaking. However, they are not at the point expected by the NYSESLAT in terms of writing and listening. 5 out of the 7 students that took the NYSESLAT made growth in their assessments, 2 students made the jump to advanced intermediate to advanced. The data indicates that most of our efforts will be placed on narrative writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Ella Baker school continues to have few students who take the NYSESLAT and few who participate in State assessments in ELA and Math. With so few students who are eligible for ESL services we are able to analyze the work and skills of each individual student and are able to plan accordingly.

 Nevertheless the data reveals that our students continue to struggle on the writing portion of the NYSESLAT. With this data, our ESL teachers in conjunction with the classroom teachers have planned a series of interventions to address student achievement on the writing section of the NYSESLAT. We believe that with the targeted intervention, the students will continue to make progress and move through the proficiency levels.

 The AMAO report is used to help identify subgroups that need extra support in order to achieve success. This tool has again identified writing as a place for support and explicit instruction.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- A. Patterns across performance levels and grades indicate that students need support in writing and listening. The data also suggest that students with academic IEPs are also not faring as well as students without. In a few circumstances we have identified that a student's progress is not necessarily related to their language but can be identified as a learning issue. 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.
- School leadership and teachers are using the results of the ELL periodic assessment to further refine the instruction targeted at our ELL students. Study groups have been formed to assess student work and develop intervention plans. Teams share intervention strategies with other groups and develop lessons based on student need and desired outcome. This cycle continues as we continue to move students through their continuum.
 - The periodic assessments are informing the school about ELL students in that they are providing next steps. Again, these assessments are a way to analyze the work that teachers and students are doing and to continue the cycle of assessment and instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).] RTI is a focused problem-solving model. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. This problem-solving model holds particular promise for ELLs, a group for which there are significant concerns about appropriate placement in special education services; evidence suggests that in many cases, ELLs identified with learning disabilities (LD) are experiencing difficulties that may not, in fact, stem from LD. When fully and effectively implemented, the RtI model is designed to:
- determine whether students are benefiting from an instructional program within a reasonable time
 - build more effective instructional programs for students who are not benefiting
 - compare the efficacy of different forms of instruction
 - design more effective, individualized instructional programs
 - reduce inappropriate referral rate
 - increase educational opportunities for linguistically and culturally diverse populations
- All of these actions have great potential for effective prevention and intervention efforts to support academically at-risk ELLs. This information helps initiate important conversations about classroom- and school- level models of prevention that meet the needs of diverse populations of learners, including ELLs at-risk for academic difficulties. Student data continues to drive instruction which targets the needs of our students. This model is used as a framework to ensure that the most effective instructional techniques are being used to help support each child as the progress.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- A student's new language development is considered in all instructional decisions. When teachers embark on a new curriculum key words are identified to share and emphasize to the ELLs but also all students. Structures and protocols are used and emphasized to develop curriculum ideas, but also ensure all students the opportunities to participate and take risk in each lesson and unit.
- 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 intervention. The LAP team meets weekly to review the progress of each child. As a group participate in case studies and discuss strategies for addressing children needs. We review and make recommendations for individuals and groups of students. These sessions are geared towards moving students through their continuum.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of our program is measured through the analysis of a wide range of data sources, including but not limited to:
- student collections
 - Primary Learning Records

- Running Records
- Internal math assessments
- student reflections
- teacher narratives
- student articulation

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

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

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

Step 1: Administer the Home Language Identification Survey

The school must administer the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1–4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5–8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions. Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, the school administers a more in-depth interview with the student, review his/her school work, and review the Individualized Education Program, in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

Step 3: Administration of the NYSITELL

We print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond. Laura Garcia, the principal, orders NYSITELL exams through the NYSED portal. Within 5 school days of ELL determination, the Ella Baker School informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language), which are available for download:

- Entitlement Letter
- Non-Entitlement Letter
 - Continued Entitlement Letter

Step 4: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support our school’s instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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

The steps outlined in questions 1: The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home

language is Spanish.

These steps in addition to student work helps us identify SIFE. A teacher raises a red flag and presents student work to the PPT, which meets weekly. Upon further questioning and investigation by the group, made up of administration, school guidance counselor, teachers and other support service representatives.

After gathering evidence, our LPT team will meet to determine if a student may have a second language acquisition needs and therefore must take the NYSITELL. If all parties agree that the student should not take the NYSITELL, due to a lack of English language acquisition then the principal make the final decision. If the principal feels that the evidence supports the students not taking the NYSITELL, then the recommendation is sent to the superintendent for a final decision.

Based on the superintendants decision the Language Proficiency Team NYSITELL Determination Form will be placed in the student's cumulative folder.

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

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Laura Garcia; Elizabeth Zaita a certified ESL pedagogue; John Grauwile, a certified Special Education teacher, the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision, which must be made within 20 days.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once the NYSITELL has been administered to a student, the testing coordinator and Assistant Principal, Joshua Satin, has the answer documents scanned into ATS via the attendance scanner within 10 school days of the student's enrollment. He immediately notifies the Principal of the results. The Assistant Principal enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined, she sends out a letter in the parents preferred language informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. She than distributes copies of the dated and signed Entitlement or Non-entitlement letters to the team guidance counselors who place the letters into the student's cumulative folder
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Using the standard form entitlement letter in the parents preferred language, parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The Assistant Principal will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment. The HLIS is kept as part of the students permanent record. Copies of the entitlement letters are kept in a separate file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents are informed when they enter that Ella Baker only has an ESL pull out program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
When parents meet for their orientation and initial intake interview and are informed of our ESL program the parents are given the Program Survey and Program Selection. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to Guidance Counselors to file in the students cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child will be flagged and the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. They are then documented and maintained in a central file by Assistant Principal with one copy going into the students permanent file.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters are kept in a central file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school. The Listening, Reading and Writing are given in classrooms during the school day and proctored by the Assistant Principal.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal of all students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the program. The Continuation Entitlement letters are sent out in the parent's preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our school has a Free-Standing ENL instructional program. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 10 years the trend clearly shows that 100% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. Parents understand that Spanish speaking children are entitled to bi-lingual education based on the Aspira Conset decree. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 100% of our parents choose the ENL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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.:

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Mandated Instructional minutes:

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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

The 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.

Delivery of content material:

Ella Baker teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year.

4. How do you ensure that ELLs are appropriately evaluated in their home 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. However, based on our school data for the past 10 years, no student in K-8 has needed to be evaluated in their home language in content subjects.
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.
- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
 - In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
 - Language skills are most effectively learned in context and embedded in a content area.
 - The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
 - The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
 - The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.
 - Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences."
 - Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
 - Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
 - Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

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

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. We advise the parents who choose to enroll at Ella Baker of the options for ELL learners offered by the Board of Ed. and at Ella Baker specifically. 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.

b. Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately flagged and provided additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.

b) Instructional Plan for Newcomer ELL Students:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the NYSITELL exam which assesses the students English language abilities. For students transferring in from NYC schools, test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. The teachers meet in teams to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Instructional Plan for Developing ELL's:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continue their English language development. Their teachers meet regularly in teams to discuss the needs for the specific students. A plan is formulated and updated regularly to meet the needs of each student.

d) Instructional Plan for Long Term ELL's:

The plan for long term ELLs consists of ongoing support and intervention. Each case is evaluated on a case to case basis. Smaller groups may be provided to accommodate some interventions.

e) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students who are determined to have reached proficiency continue to receive support from their teachers as needed per CR Part 154.2. All former ELLs receive their mandated .5 unit of ESL services. Former ELLs continue to receive the mandated testing accommodations after they they have tested out on the NYSESLAT exam.

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

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Laura Garcia, will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, then the principal will make sure that the school provides the student with any

necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student than she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP. Requests are made, as needed, for assistive technology such as I pads outfitted with speaking technology for a student whose speech is effected by paralysis.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP. .

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and special education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment, students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work and small group instruction.

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

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.

Chart

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

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

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

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



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

Chart

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

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

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

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

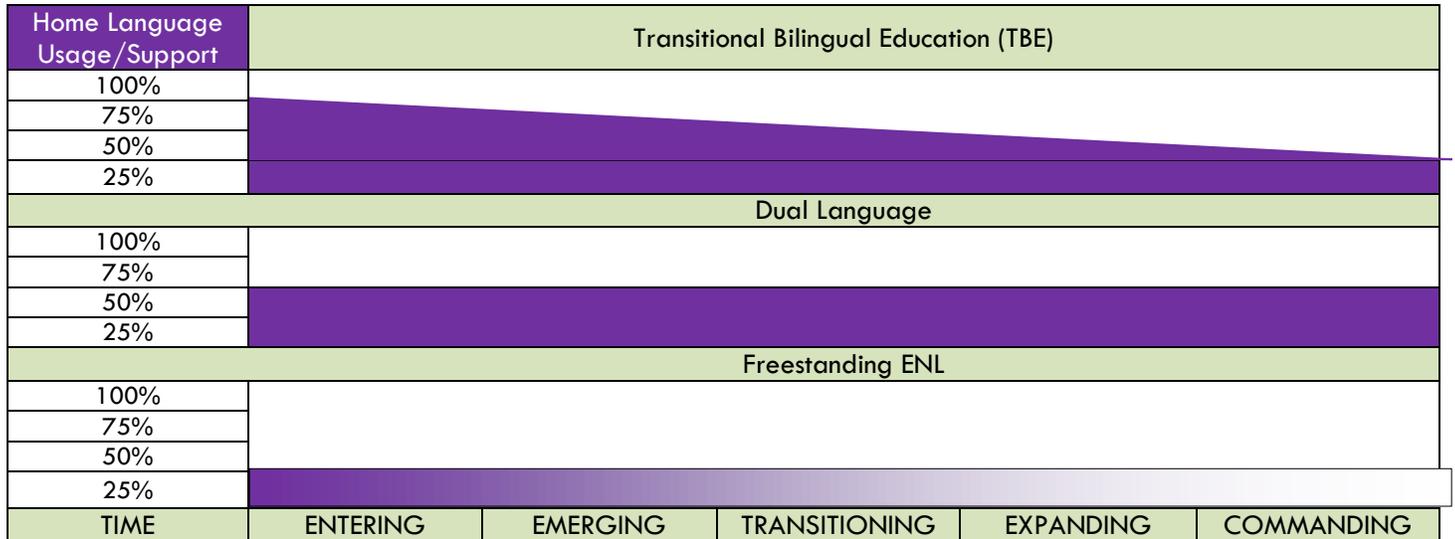


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All of our targeted intervention program are geared towards supporting all of our ELL subgroups.
- Small group instruction is provided for students in need of smaller settings. These classes occur throughout the day based on need. Each class is instructed by a special education teacher specializing in mathematics and English Language Arts.
 - The Ella Baker School is also closely connected with many programs that come in to provide services that build academic foundations through self esteem: Everybody Wins Reading program, Manice Educational Center, S'Cool Sounds
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Evidence of effectiveness in our model is displayed through data such as 83% of the students tested in NYSESLAT made a years growth or more in writing and 83% of the students tested made a growth Listening. Overall, more students are identified as advanced than the previous year.
12. What new programs or improvements will be considered for the upcoming school year?
- None.
13. What programs/services for ELLs will be discontinued and why?
- 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.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Approximately 3% of our students are ELLs and therefore all of our programs are equal access. In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:
- Read Ahead
 - S'Cool Sounds
 - InterSchool Orchestra
 - Manice Education Center
 - Asphalt Green Swimming Program
 - 92 nd Street Y Music Introduction Class
- All ELLs and former ELLs are invited to participate in the activities listed above
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- A variety of instructional materials are used to support ELLs. Students have access to computers and computer programs that can display native language, students can use computers and i-pads to gather content material. Instructional materials such as graphic organizers and templates are used to scaffold student learning, understanding and dissemination of material. These types of materials are provided and accessible to all students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for our ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes. We find that use of technology allows us to scaffold and differentiate to support all students. Our arts partnerships create opportunities for

students to shine in a variety of ways. For example through filmmaking, coding, cooking or theatre students who may struggle academically gain confidence and can demonstrate abilities outside of the standard academic skills.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to the school year, new ELL students are identified by the parent coordinator and the assistant principal. These 2 people work with the child to:

- learn the layout of the school
- clarify the schedule and routines of the school
- introduce to classroom teacher and support staff

The school guidance counselor and assistant principal work with teachers to develop appropriate community building activities that allow access to all students.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been planned. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into learning communities. The teachers meet weekly to plan, develop and implement their curriculum and instruction. They develop and revise curriculum and model collaborative work for their students.

We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas. We have PD meetings every Monday from 3:00-5:00pm, some examples of recent and upcoming topics include: Restorative Justice training, Smartboard Instruction, Math Strings and Inclusive classrooms.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Category: Language and Content Integration:

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal #2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Classroom Environment and Assessment (September and October):

- Supporting ELLs and IEP students to access a rigorous curriculum
- Building a supportive classroom environment from the start
- Using baseline and benchmark assessments that are aligned to the Common Core

2. Alignment of Curriculum Meetings (November/December)

- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
- Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels

3. Curriculum Sharing: (January)

- All teachers bring portfolio project task and sample student work to share
- Collect feedback and rubrics

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

Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

Professional development for all staff is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

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

Minimum ELL Training for all staff:

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (September)
 2. One 1-hour session on Academic language for ELL students: (October)
 - Introduction on language development and our students
 - Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.
 3. Two-2 hour sessions on Language and Content Integration for ELLs: (Nov.)
 - Various language and content integration workshops led by the Internationals Network for Public Schools
 4. One 1-hour session using SMART board to build entry point for all ELL students (November)
 5. Two-2 hour session on Language and Content Integration for ELLs: (February)
 - Strategies in the classroom integrating language and content
 6. One 1- hour session: Native language Use in the Classroom (March)
 - How to incorporate native language and use it as a support for students in the classroom
- Content Integration: (April)
- Social and Academic language sentence matching

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers.

C. Parental Involvement

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

We will hold annual individual meetings with parents of ELLs at least two times during each school year. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language.

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

The Ella Baker School ensures that parents needs are accommodated for all meetings. The school and classroom teachers make phone calls and send out notifications about upcoming meetings. Teachers also send follow up notes after the meeting with a child who has ELL status. During each meeting notes are kept in the child's cumulative folder and are available during each meeting if necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Ella Baker School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home.

The faculty collaborates with the PTA to hold specific content area evenings where teachers share strategies, techniques and understanding. For the 2015-2016 school year, teachers have developed:

- Math Night 2 times
- Science Night
- Literacy Workshops for younger and older students

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have a partnership with S'Cool sounds and Manice Educational Center. Both organizations hold workshops for parents. Mount Sinai Adolescent Health Center provides various supports for middle age students. Throughout the year we have various artists come to our school and have weekend art sessions with parents and their children.

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

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

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

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: The Ella Baker School

School DBN: 02M225

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Garcia	Principal		10/23/15
Joshua Satin	Assistant Principal		10/23/15
Valerie Kirk	Parent Coordinator		10/23/15
Elizabeth Zaita	ENL/Bilingual Teacher		10/23/15
Cheryl Glover	Parent		10/23/15
Vivian Garcilazo/Dance & Drama	Teacher/Subject Area		10/23/15
Luis Flores Gym/Spanish	Teacher/Subject Area		10/23/15
	Coach		1/1/01
	Coach		1/1/01
Kira Hammond	School Counselor		10/23/15
Bonnie Laboy	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M225 School Name: The Ella Baker School
Superintendent: Bonnie Labo

Before you begin, please check the following:

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

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

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

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

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

The Ella Baker School reviews the Home Language Identification Surveys (HLIS) of every new entrant to determine families' language needs. We also rely on Emergency Contact cards, parent and teacher surveys and teacher reports of students with parents requiring translation services. Using these sources, Ella Baker maintains a running list of families who need written or oral translated school documents and translation services at Parent-Teacher Conferences or other school events. With this information a report is generated and regularly updated on the google Drive for all staff members to refer to.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

- Ella Baker has 9 families who have identified themselves as Spanish speaking.
- Ella Baker has 1 family who has identified themselves as Portuguese speaking.

Communication to these parents is translated when needed. However, the teachers and school make it a priority to communicate orally to these families, as 9 out of 10 of these families are proficient English speakers.

Part B: Creating a Communications Calendar

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

The Ella Baker School makes every effort to distribute translations to families requesting information. Such documents are school calendars, reminders of 1/2 days and closures, testing information, PTA meetings, school events such as the annual potluck and field days, and when necessary, student narratives, which describe student work and progress. These documents are distributed the 1st week of school and 2 weeks prior to any major event. Additionally, this information updated daily on our website and school calendar.

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

The Ella Baker School holds 2 student-led family conferences a year. At these meetings, at the request of the parent and or teacher, we have a staff translator, someone from the building, or use Title III Translation Services Funds to secure an outside translator.

Part C: Providing Language Assistance Services

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

Both Ella Baker's Parent Coordinator and ESL teacher use a computer program (Google Translator) to translate some school documents. These are double-checked by native language speakers for accuracy.

- For none-time-specific documents, Ella Baker uses the DOE translation service or, in the event that this is unavailable, we use Title III Translation Services Funds to secure an outside translator.
- The school also uses DOE templates for school holidays, parent teacher conferences and other DOE notices available in translation at the Translation and Interpretation Unit's intranet site

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

The principal, teachers, and paraprofessionals serve as translators at parent-teacher conferences, IEP conferences, and during PTA meetings/workshops. These designated people fulfill the oral and written translation needs of our community.

Part D: Training Staff on Policies and Procedures

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

At the start of each school year, Ella Baker reviews all protocols, services and responsibilities of each teacher and the community as a whole. These notes are shared at one of the first Business Meetings and via a shared Google docs page. Additionally, during these pre-session meetings, time is spent exclusively discussing protocols for interpretation and translation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Ella Baker School follows the translation notification requirements as outlined by the Regulation of the Chancellor. Our school provides each parent whose primary language is other than English a copy of the Bill of Parents Rights and Responsibilities, which outlines translations services that they are eligible to receive and a welcome sign posted in the front office states the various languages that we can readily accommodate. It is known that all notification documents can be found at the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

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

During family conferences and other formal meetings, families that receive extra translation services or parents flagged as needing services are asked about the communication that they receive. Following these meeting specific alterations are made to accommodate families needing more or less translation services. Focus groups made up of parents inclusive of all cultures and languages represented at Ella Baker will meet to gather additional feedback. These sessions will take place during pre planned PTA meetings during the 2015-2016 school year.