2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M225
School Name: ELLA BAKER SCHOOL
Principal: JOSHUA SATIN
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Ella Baker School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>02M225</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310200011225</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten through grade 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>317 East 67th Street, New York, NY 10065</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-717-8809</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-717-8807</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Joshua Satin</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jsatin@schools.nyc.gov">jsatin@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Joshua Satin</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Elizabeth Urage</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Mary Shay &amp; Tamara Troade</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Russ Antonucci</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>p2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Bonnie LaBoy</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>333 7th Avenue New York, NY 10001</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:blaboy@schools.nyc.gov">blaboy@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-356-3815</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-356-7514</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Manhattan District 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>YuetM.Chu</td>
</tr>
</tbody>
</table>
Executive Director’s Office Address: 333 7th Avenue New York 10001

Executive Director’s Email Address: ychu@schools.nyc.gov

Phone Number: 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Satin</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Uraga</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mary Shay</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>TasnimAzad</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Regina Gallagher</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elizabeth Santiago</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Erika Pleasant</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Cheryl Glover</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Genrich</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Russell Antonucci</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jim Fenzel</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>

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

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

| 1. What is your school’s mission statement? |

**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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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-catchments 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, racially and socio-economically 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 in mind. 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.

Teachers take advantage of the many opportunities for learning in New York City. Our children attend many cultural events. Our school continues to strengthen our collaboration with science institutions to further enhance our offerings in scientific inquiry and research. We work with the Christodora Science Education Program, Museum of Natural History, Rockefeller University and others that support our work. We are focus on creating rich interdisciplinary core curriculum in science and humanities within trimesters throughout the year. We continue to seek support from new organizational structures within the Department of Education: District 2's Math Leadership Institute and The Manhattan Field Support Center’s funding of the Math Collective and Balanced Literacy team.

Created in 1996 by former teachers and administrators from Central Park East Elementary School, The Ella Baker School was founded on the principles of progressive education: inquiry, project based learning using a variety of materials; developing children’s ideas through choice; collaboration in the classroom and with staff; partnering with parents, CBO's and cultural institutions throughout NYC; commitment to diversity in our community and respecting varied historical and cultural perspectives; engagement in democratic governance and inclusive practices. 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.

The Ella Baker School celebrates a diverse student population with a wide range of learning styles, strengths and challenges. 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 is 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.

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 Pre-K through 8. 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: Town Meeting, The Annual Potluck Dinner, Field Day, monthly weekend play dates in all boroughs, The Ella Baker Commemoration, Talent Show, Art Auction, and a Family Review of their children's "Collection of Work".

3. Describe any special student populations and what their specific needs are.

We will have three (3) Integrated Cooperative Teaching classes, (ICT) in 2018-2019. Special Education services including Occupational, 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 experienced teachers target children in need of Academic Intervention and develop plans that support continued growth and may lead to formal services if needed. We have a wide range of learners in each heterogeneous classroom. Special Education staff meet weekly to discuss and develop teaching strategies to support children's learning and teacher's differentiation of curriculum.

4. Identify 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 Framework for Great Schools offers educators a clear path towards developing a strong teaching and learning community through a Supportive Environment. It highlights the interrelationship between significant indicators that have a deep impact on student achievement. Through Effective School Leadership 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 collaboratively 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 key areas of focus are to develop core interdisciplinary curriculum units in science and humanities while continuing to build our mathematical thinking. Curriculum development grounded in research uses projects to assess learning will be at the center of our work as educators.
## School Demographics and Accountability Snapshot for 02M225

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05,06,07,08
- **Total Enrollment (2017-18)**: 320
- **SIG Recipient (Y/N)**: No
- **English Language Learner Programs (2018-19)**: N/A
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A
- **Special Education Programs/Number of Students (2015-16)**:
  - # Special Classes (ELA): N/A
  - # SETSS (ELA): 64
  - # Integrated Collaborative Teaching (ELA): 17
  - # Special Classes (Math): N/A
  - # SETSS (Math): 47
  - # Integrated Collaborative Teaching (Math): 17
- **Types and Number of Special Classes (2018-19)**:
  - # Visual Arts: 4
  - # Music: 4
  - # Drama: 4
  - # Dance: 4
  - # CTE: 4

### School Composition (2017-18)
- **% Title I Population**: 33.0%
- **% Attendance Rate**: 93.3%
- **% Free Lunch**: 28.3%
- **% Reduced Lunch**: 6.9%
- **% Limited English Proficient**: 0.9%
- **% Students with Disabilities**: 21.3%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 2.2%
- **% Black or African American**: 16.6%
- **% Hispanic or Latino**: 32.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.6%
- **% White**: 37.2%
- **% Multi-Racial**: 8.4%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 1.13
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 25%
- **Average Teacher Absences (2014-15)**: 9.1

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 75.4%
- **Mathematics Performance at levels 3 & 4**: 55.9%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 92%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 25%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: N/A
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

After carefully reviewing student work, student collections and portfolios, as well as discussing the NYS tests in ELA and in Mathematics, our school determined that we needed focused and sustained professional development in these two overarching areas: mathematics and a review of the elements of a strong balanced literacy approach which includes reading, writing, speaking and understanding. There are eight new staff members, (teachers with three or less years of experience). We decided to build teacher capacity and teacher leadership to plan responsive professional development in these core subjects.

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 using a constructivist approach to math. Our teachers work to develop meaningful problems where students are required to show their thinking. Implicit to this work is context, representation and discourse. We are also cognizant that children also need explicit, small group instruction to learn skills. We therefore balance our classroom with problem solving and skill building.

We will continue to work with a professional developer from Math in the City as well as partner with other schools to study best practices in math teaching. We will also update math curriculum in K-5 with TERC curriculum to further support instruction with a cohesive approach to constructing mathematical thinking in teachers and children.

We will continue to adjust grade appropriate assessments aligned to the Mathematical Common Core Learning Standards.

We were celebrated for the strengths in our community by the findings in the 2017-2018 Quality Review.

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. "

2018-19 CEP
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 begun working with outside organizations, such as the Tri-Institute Research Outreach program through the Rockefeller University, Weill Cornell, and Memorial Sloan Kettering. Additionally, we have strengthened our existing partnerships with Christodora and Math for America. We continue to develop our relationships 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.

The work of our science committee, comprised of teachers, parents and scientists, have been meeting to determine our needs and extend science possibilities within our school and classrooms.

**Strengths relative to the Framework:**

- Rigorous Instruction
- Supportive Environment
- Collaborative Teachers
- Effective School Leadership
- Strong Family- Community Ties
- Trust
- Grounded In Research

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2018-2019 school year, all classroom teachers will develop student math proficiency. Three times a year students will go through a series of interim assessments. Assessment cycles will be completed in October, February and June using the Primary Learning Record. By June 2019 all students will achieve to at least 85% accuracy on grade level on the fluency portion and develop and word problem strategies throughout the course of the year. Our school has been granted the ability to develop and use our own assessments under the provisions of PROSE. To do this we have garnered the support of City College and Math in the City to support and refine the research based assessments and follow-up. Following these assessments, classroom teachers work collaboratively 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 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

| 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? |
| --- | --- | --- |
| Pre-K-Grade 8 classroom teachers and paraprofessionals | September 2018 - June 2019 | Assistant Principal  
Math Leadership Team |

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 number work through the development of math strings, enhancing students flexibility to use various and efficient strategies when solving contextual work and refining each teacher’s ability to diagnose and support each math learner.

This targeted researched based work, Math-in-the-City developed by Cathy Fosnot at City College is linked to effective strategies, grounded in understanding the continuum of learners in each classroom. Teachers are trained to support the needs of each student including those with learning disabilities, English Language Learners, and other high-need student subgroups as well as children who are academically advanced.

We will continue to use TERC Investigations, a constructivist math curriculum correlated to the CCLS, to align practices, scope and sequence and understandings across the school.

Teachers in each cohort will continue to partake in professional development after and during school run by Nicole Caldwell, a Math-in-the-City, staff developer. We are committed to six workshops throughout the year. During these sessions classroom teachers will participate in workshops designed to support classroom structures and routines, developing strategies for deepening math discourse, and effective differentiation. Additional workshop topics may be added when specific needs of the teachers/school arise.

In November, February and June students will be formally assessed. Following these assessments, classroom teachers will work collaboratively to describe and evaluate student work in order to develop targeted instruction for their class, small groups and individuals.

<table>
<thead>
<tr>
<th>Classroom teachers and paraprofessionals</th>
<th>Pre-K-Grade 8 classroom teachers and paraprofessionals</th>
<th>October 2018 January 2019 and April 2019</th>
<th>Classroom teachers and paraprofessionals</th>
</tr>
</thead>
</table>

Two times a year, one member from each cohort will present at Ella Baker Math Night. Teachers will design math problems that engage parents and students to describe math work using multiple strategies to solve problems and develop math discourse. At these events the teachers will prepare math strategies, games and other resources to inform our community about best practices and innovative ways to support their children.

The Math Leadership Team will meet weekly to address the math needs of our school. They will help design and implement a comprehensive mathematical professional development plan for the school, cohorts and individuals. This team will also work collaboratively with the Math Staff developer to ensure alignment of practice.

<table>
<thead>
<tr>
<th>Pre-K-Grade 8 classroom teachers and paraprofessionals</th>
<th>Parents</th>
<th>October 2018 and February 2019</th>
<th>Math cohort point person</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Ella Baker School curriculum committee will host parent workshops in core subjects such as reading, writing and mathematics to support parent understanding and engagement. We offer a curriculum night for parents as well as workshops that facilitate teaching and learning in math and reading.

The Principal, Assistant Principal, Staff developer and curriculum committee will organize and facilitate workshops throughout the year. Children share their work and thinking at Family Conferences in order to articulate what they have learned and share their goals for each semester. We anticipate having two Family Conferences and two parent workshops in the 2018-2019 school year.

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-in-the-City 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.
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.

By February 2019 students will achieve ________ as measure by ______________, percent of students or percent proficient

percent of growth or percent of students? going up levels?

The Math Leadership Team will collect student Primary Learning Records (our assessment tool), teacher developed math assessments, student math work, teacher reflection sheets and review the interventions (both accommodations and modifications) used to support the range of learners in the classroom. This process will take place 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, fluency, and math literacy. Teachers will develop parent workshops to reinforce mathematical understanding and teaching.

In May 2019, 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.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The Primary Learning Record, Teacher Developed Math Assessments

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>For students with special needs, we will have three (3) Integrated Cooperative Teaching classes (ICT) in 2018-2019. Special Education services including Occupational, 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. Teachers have access to Special Education staff and service providers to plan for individual students and to differentiate classroom instruction. Teachers may request meetings to discuss strategies for students who may need additional academic or social support.</td>
</tr>
</tbody>
</table>

Our school is committed to incorporating student's social and emotional health and development into classroom practices and curriculum. In the early grades, social skills and tools for conflict resolution are taught explicitly. The practices of the Responsive Classroom have been central to staff development in fostering emotionally and socially responsive teaching and classroom management techniques. Teachers work with their class to develop clear expectations and routines for behavior and work habits. Administrators and our guidance counselor provide additional levels of support for all children.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>During the 2018-2019 school year, a committee of special education teachers, inclusive classroom teaching teams, and administrators will collaborate to bring differentiation and other best practices to inclusive classrooms. By June 2019 students will</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Classroom Teachers | July 10-12 2018 | Assistant Principals |
| All ICT teaching teams will create unit plans with a focus on differentiation for the year State Common Core Learning Standards during Manhattan field support center summer planning days aligned to New York. | Classroom teachers and Paraprofessionals | June 27-29, 2019 | Principal, Assistant Principal |
| All teaching teams will partake in ICT workshops sponsored by Teacher’s College at Columbia University. | School wide staff, students and parents | December 2018 | Principal, Assistant Principal, ICT Committee |
| Students will share their work/learning with families, teachers and peers during a week in February. | School psychologist, support staff, teachers, students, parents | March 2019 | Guidance counselor, Principal I |
| ICT teaching teams and support staff will develop IEPs collaboratively, connecting parents, students, teachers, and staff in the process. | Administrators, Classroom teachers and Paraprofessionals | June 2018-June 2019 | Classroom teachers and Paraprofessionals |
| Inclusive Classrooms Committee, made up of administrators, teachers, and paraprofessionals, meet monthly to develop best practices in inclusion classrooms. | | | |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The Ella Baker School reaches out to families on an ongoing basis. Teachers write weekly letters that outline the activities of the week, ask for parent support and encourage families to participate in classroom activities. Our school engages the entire community by having bi-monthly Town Meetings where administrators, teachers and families share work, important events and school life. The Principal, Assistant Principal and Guidance Counselor organize the events so that all classes have an opportunity to share their work and creativity. Parents are invited to participate in this important school wide celebration, We offer workshops for parents in response to their needs and have an open door policy with regard to making time to address parents concerns and needs. Parent leadership is also helpful in identifying parents interests and needs so that an open and supportive school environment is part of our school's culture.
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.

Vanguard Academy, Urban Academy Science Teacher, Urban Advantage, Christodora, Monday Professional Development, cohort meetings, 3 inter-visitation days, Ella Baker 1/2 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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.

During a week in February, classes across the grades will share science work and understandings. The Science Inquiry Team and staff developer will provide support to all teachers who are preparing their students to showcase their own work. Children will develop projects and will be able to fluently present and share their work/thinking/reasoning with all members of our community. Both teachers and students will assess their work, using rubrics, which will support future science planning and curriculum planning.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Tuning protocols, staff generated rubric review and outside review from science consultant.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

We will continue to focus 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. We will also focus on creating dynamic interdisciplinary core curriculum in science and humanities as well as continue to develop mathematics instruction.

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 curricula, 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, allow teachers to make thoughtful instructional adjustments at the classroom and school level that meet students’ learning needs."

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 and The Primary Learning Record (PLR), it was determined that we need to coach and instruct all teachers on how to use the PLR for collecting information, reflecting on information and developing next steps for individual students, small groups and whole class instruction.

Our internal data determined that teachers needed support on analyzing trends in the classroom and developing targeted instruction that meets the needs of all students. We will work with teachers to share strategies and monitor student progress throughout the year, and ensure assessments are aligned to curriculum so we are better able to modify curriculum as needed. This process actively engages our staff in looking at student work. This practice allows teachers to refine their ideas and thinking, further developing small learning groups to address particular needs/skills in the classroom.

Our collaboration with other PROSE schools supports this work. By using Descriptive Review Practices developed at the Prospect School, our teachers will continue to develop their skills in observing and noting 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 2018-19 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.

By June 2019 students overall perceptions of their teachers and work will increase overall by 50% based on the information provided by the 2018-2019 School Quality Guide.

By June 2019 the school will obtain an overall score in School Element Score of of a 3.25 under Supportive Environment.

The Ella Baker School will use school-wide assessment practices throughout the 2018-2019 school year and use this data to develop plans that outline next steps and strategies for each child.

Our goal is to support each student by systemically collecting and analyzing student work using the Primary Learning Record (PLR). This will ensure 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. We will use this tool within each curriculum area for work during cohort meetings and weekly professional development.

To do this, we will analyze our system-wide use of the assessments to ensure that they are aligned to curriculum, the demands of the Common Core Learning Standards and Capacity Framework. Our work will guarantee that we are meeting children where they are and developing strategies to facilitate learning along the continuum across subject areas. We believe that we must understand how children learn, paying close attention to their interests, strengths and challenges. By knowing students and their learning preferences well, we can individualize instruction to address needs using these areas of high interest.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-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). |
| 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 (PLR) 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 for each student. This process is cyclical. Teachers will adjust book levels, develop projects that motivate students, provide more or less supports for writing assignments, and identify math models for students based on individual next steps. | Classroom Teachers | November 2018, February 2019, May 2019 | 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 to 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 2018- June 2019 | 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 2018- June 2019 | Principal  
Assistant Principal |
| Parent Teacher conferences have been scheduled 2 times a year. At Ella Baker, these meeting are student-led. During these meeting the students are guided (in connection with the PLR) to reflect on their work, their progress and next steps. During this process, parents are encouraged to ask questions about student learning to the student while the teacher makes notes regarding accommodations that may not have come up earlier or were brought to light during this process. | Student, parent and teacher | November 2018 and February 2019 | Classroom teachers |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
We described various opportunities for family engagement above.

**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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 narrative reports 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; December 2018, March 2019 and June 2019, to discuss the strengths in our work and identify and plan for areas that need further development and support.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use a similar tool to the Primary Learning Record to assess our own practices. Like the PLR, we will look closely at all systems within each content area. We will identify which assessment practices yield the most useful information for our community.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

A belief at the Ella Baker School is that students are able to do great work. We believe that Project Based Learning is the most effective way to motivate students and teachers to do work that is both interesting and important. We know that this work is rigorous and meaningful. Project Based Learning is at the core of great thinking and utilizes all of the Habits of Mind to ensure a comprehensive view of a study. These projects also involve families and our community in real and meaningful ways. Our families/community members become stakeholders in this process and are present throughout our unit studies: they visit classrooms to be interviewed; they participate in helping craft projects and give advice on structure or revision; they assist in critiquing work; and most importantly, they come to celebrate the great work of the students.

As a school we have identified that, although we were all participating in Project Based Learning, some teachers were not familiar with the multitude of processes, elements and nuances that establish great projects where access, norms, investigation and revision are paramount. This was evidenced by projects both complete and incomplete during the 2016-2017 school year.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
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</thead>
<tbody>
<tr>
<td>Teachers and administration have identified Project Based Learning as an initiative for the upcoming calendar year.</td>
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</table>

During the last trimester of the 2018-19 school year and over the summer of 2019 teachers teachers teams will develop and projects that follow the criteria established by Learning Futures. Our professional development team began the work with a writing unit. With the addition of a curriculum developer, we will continue the work over the summer of 2019. It has been is an on-going initiative throughout this current school year and will continue next year, Our goals is to support teachers in organizing and implementing various projects across the grades.

With the help of the staff we have identified three dates throughout the 2018-2019 school year where cohorts and classes will showcase their work. Additionally, we have identified dates where cohorts and teachers will be able to fine tune their projects to ensure a comprehensive, rich end-products. Working in teams and using the same system for refining each unit, we will reinforce the concepts and components that ensure student work to be as thoughtful, rigorous and relevant as possible.

These projects force us to go beyond the classroom and reinforce the work we are already doing with outside organizations, as well as develop new relationships with others. By taking advantage of the rich cultural institutions that
New York has to offer, our students will benefit on multiple levels by seeing new possibilities, meeting a diverse group of experts and ultimately envisioning themselves as part of the larger community.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>July 2018</td>
<td>Assistant Principal, Science Staff Developer</td>
</tr>
</tbody>
</table>

All grade cohorts will create pacing calendars for the year aligned to New York State Common Core Learning Standards. Pacing calendars will include subject and topic. Pacing calendars are designed to allow teachers to cover topics in a timely way, but also allow for the opportunity to "uncover" the nuances and questions that arise in real time as the work unfolds.

Classroom Teachers

| Classroom teachers and Paraprofessionals | June 30, 2018 | Principal, Assistant Principal |

All teachers and paraprofessionals will partake in a summer institute continuing the discussion about the Project Based Learning. Staff members will work through the booklet "Work That Matters: Teacher's Guide to Project Based Learning." Cohorts will work together from inspiration through execution. Staff will use the protocols to help reflect on the work and process.

| School wide staff, students and parents | December 2018, February and May 2019 | Principal, Assistant Principal, Staff Developer, Teacher Inquiry Teams, and the PTA |

Exhibitions of student work will be presented three times a year. Here students, staff and parents will reflect have a chance to reflect on the work and process. Administration and Staff developers, with the help of the staff, will review the work as a whole and make adjustments to further professional learning.

### Part 4 – Budget and Resource Alignment

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents are valuable members of our school community. We understand that parent’s contribute to their child’s education in many ways. Parent engagement and leadership takes many forms from helping on school field trips, to participating on our School Leadership Team, to teaching skills and expertise in the classroom. We communicate with parents on a regular basis. By knowing each child well, we are able to suggest ways to support children's learning and encourage healthy habits at home.
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.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

December 2018, February 2019 and May 2019. After each project, notes and professional opportunities will be disseminated to further our progress with this type of work.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Time to conduct Instructional Critique and Project Tuning Protocols has been embedded into their 2018-2019 school calendar. These Tuning Protocols are integral aspects of the work to successful Project Based Learning.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Working with families is essential to how community is developed at Ella Baker. The School Quality Review (QR) rated us as well-developed in 3.4. The QR findings describe this "holistic approach to students and commitment to perpetuating a democratic community results in a high degree of efficacy among students and staff. The staff is committed to... high expectations for all students." These expectations are based on a deep knowledge of individual students. Knowing each student's family and embracing them as partners in their children's education is one key to forging these expectations. This relationship begins even before children begin their first day of school through parent-staff communication.

As a result of our high expectations of students and parent involvement, the QR found that the Ella Baker School is a "highly supportive learning environment, where school leaders communicate high expectations for professional learning and parent involvement leading to a path for college and career readiness for all students."

The data that supports these findings are the teachers plan for individual students, the guidance counselor’s relationship with students and families, the on-going relationships developed by service providers such as Speech/Language Specialists, Occupational Therapists, Physical Therapists and Special Education teachers, and the ways in which the staff communicates with families.

This year, in order to strengthen the crucial relationship between families and the school community, The Ella Baker School will continue to build upon the legacy of Ella J. Baker and our commitment to social justice and human rights. Staff, students and families will reflect on these issues throughout the curriculum. We will continue to honor Ella Baker and other great civil right leaders in this country and throughout the world that have made lasting and transformational contributions to the world. We will continue to host events organized by staff and parents to showcase our students accomplishments through a variety of different modalities and in a way that pays tribute to her legacy: past, present and future. One goal is that families will have opportunities to connect with this legacy and feel stronger ties to the mission of the school.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

Over the 2018-2019 school year, school staff and a parent committee will reflect after each event, looking at the students involved, how they presented their materials, levels of parent attendance and involvement and what was ultimately the takeaway of the event. In May, this group will gather for a last meeting to discuss the findings of the year and look to build our event calendar for the 2019-2020 based on what went well and what needs continues to need development. Working together in this capacity will ensure that staff and parents are connected in belief and mission.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff/Parent Committee, made up of staff and parents, will put together a calendar of events to celebrate Ella Baker and the school. Events will be designed to showcase different elements of our school and involve parents from across the grades</td>
<td>July &amp; September 2018</td>
<td>Principal and Assistant Principal</td>
</tr>
<tr>
<td>Staff/Parent Committee will design a protocol and lens for evaluating events, student work and level of participation. Evaluation criteria will also be given out to all participants of the event.</td>
<td>2018-2019 school year</td>
<td>Assistant Principal and PTA, Co-President</td>
</tr>
<tr>
<td>Final debriefing of the year and planning for the following year.</td>
<td>May 2019</td>
<td>Principal, Assistant Principal and PTA Co-Chair</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

S’Cool Sounds, 92nd Street Y, Christodora Science for children and families, museums and CBO’s throughout NYC

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.

<table>
<thead>
<tr>
<th>Tax Levy dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA funds</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
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<td></td>
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<td>X</td>
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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.
Feedback will be reviewed following each event and at the end of the year to make plans for the following school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

n/a

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Assessments of student work, class observations during whole and smallgroup activities and presentation at the Pupil Personnel Team Meetings</td>
<td>Wilson Reading Strategies, Great Leaps Fluency program, 2 column notebooks, graphic organizers (multiflow, Venn diagrams, circle and squares, tree maps ...), Looking for an Argument, close readings</td>
<td>Small groups, after school tutoring, pull-out and push-instruction</td>
<td>During the school day and after school, for a set time frame, typically 6-8 weeks. At the end of the time frame, re-evaluateto see what progress has been made and if further or more intense accommodations are needed going forward.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Assessments of student work, class observations during whole and smallgroup activities and presentation at the Pupil Personnel Team Meetings</td>
<td>Math strings, contextualwork</td>
<td>Small groups, after school tutoring, pull-out and push-instruction</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Assessments of student work, class observations during whole and smallgroup activities and presentation at the Pupil Personnel Team Meetings</td>
<td>Science notebooks, graphic organizers</td>
<td>Small groups, after school tutoring, pull-out and push-instruction</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Assessments of student work, class observations during whole and smallgroup activities and presentation at</td>
<td>Two-column notebooks, graphic organizers (multiflow, Venn diagrams, circle and squares, tree maps ...),</td>
<td>Small groups, after school tutoring, pull-out and push-instruction</td>
<td>During the school day and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>the PupilPersonnel Team Meetings</td>
<td>Looking for an Argument, close readings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

### Part A: FOR TITLE I SCHOOLS

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

   - n/a

2. Please describe the services you are planning to provide to the STH population.

   - n/a

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   - 11 students

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
| School supplies, emergency supplies and intervention programs.
|  
|  
| 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison. |
| $1100  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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 codes. 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 consolidated. 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.

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

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Ella Baker School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ella Baker School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

### Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
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<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● 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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Manhattan</td>
<td>225</td>
<td>The Ella Baker School</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Joshua Satin IA</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>TBD</td>
</tr>
<tr>
<td>Coach</td>
<td>Calley Bittel</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Luis Flores</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Kira Hammond</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Vivian Garcilazo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Dram</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Maricela Lepkofker</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Spanish</td>
</tr>
<tr>
<td>Parent</td>
<td>Cheryl Glover</td>
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<tr>
<td>Parent Coordinator</td>
<td>Valerie Kirk-Kamali</td>
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<tr>
<td>Related-Service Provider</td>
<td>Laura Nuss Caneda</td>
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<tr>
<td>Superintendent</td>
<td>Bonnie Laboy</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Julie Lam</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
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</tbody>
</table>

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 not 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 not 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

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

- Transitional bilingual education program (TBE) [ ] [ ] Yes [ ] No [X]
- Dual language program (DL) [ ] [ ] Yes [ ] No [X]
- Freestanding ENL [ ] [ ] Yes [X] No [ ]

This school offers (check all that apply):

Transitional bilingual education program (TBE) [ ] [ ] Yes [ ] No [X]
If yes, indicate language(s): [ ]

Dual language program (DL) [ ] [ ] Yes [ ] No [X]
If yes, indicate language(s): [ ]

Freestanding ENL [ ] [ ] Yes [X] No [ ]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>English</td>
<td>2015-2016</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<td>0</td>
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<td></td>
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<td>9</td>
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<td>TBE</td>
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<tr>
<td>Total</td>
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<td></td>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<td></td>
<td></td>
<td>9</td>
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</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Assessments tools used at Ella Baker include, but are not limited to, the Teacher’s College Reading Assessments with running records, the Fundations Early Intervention reading and writing assessments, the Primary Learning Records (PLRs) and student portfolios. These tools provide a look at student growth over time. The data shows that our students' academic needs are a result of their emergent literacy skills as opposed to their language development. Due to this insight, we are continuing to provide targeted instruction based on student need.

2. What structures do you have in place to support this effort?

The Ella Baker School has a few tiers to look at data to make recommendations for programming and instruction. The ESL teacher, Assistant Principal and Special Education Coordinator review data and develop plan to meet instructional
The ESL teacher then meets with the student’s classroom teacher to share report and remediation. The classroom teacher then provides feedback and clarification for their own classroom practices. These groups meet prior to each marking period to discuss growth and further remediation.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

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

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

Again the committee (ESL teacher, Special Education Coordinator and the Assistant Principal) plus the classroom teacher follow a protocol to discuss further planning for each student receiving ELL support.

5. **How does your school use 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. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the *ELL Data Analysis Tool* and RLAT from ATS].)

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.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**

Our staff reviews students work and assessments to support skill and language development. Teachers develop individual plans that differentiate instruction and provides strategies for optimal learning. Using a multi-sensory approach to teaching and learning is also instrumental to student success.
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
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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 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 fo 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 accomodate 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 have tested out on the NYSESLAT exam.

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

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.

7. 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.

8. 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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

None.

10. If you had a bilingual program, what was the reason you closed it?

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

11. 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
- 92nd Street YM Music Introduction Class
All ELLs and former ELLs are invited to participate in the activities listed above.

12. 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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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.

17. What language electives are offered to ELLs?

N/A
18. 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

### 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 and non-pedagogic staff.) 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?

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 upcomings topics include: Restorative Justice training, Smartboard Instruction, Math Strings and Inclusive classrooms.

   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
2. 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.

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.

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.
## 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. **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

## 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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Laura Garcia, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**Part VI: LAP Assurances**

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Laura Garcia</td>
<td>Principal</td>
<td></td>
<td>10/23/15</td>
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<tr>
<td>Joshua Satin</td>
<td>Assistant Principal</td>
<td></td>
<td>10/23/15</td>
</tr>
<tr>
<td>Valerie Kirk</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/23/15</td>
</tr>
<tr>
<td>Elizabeth Zaita</td>
<td>ENL/Bilingual Teacher</td>
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<td>10/23/15</td>
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<tr>
<td>Cheryl Glover</td>
<td>Parent</td>
<td></td>
<td>10/23/15</td>
</tr>
<tr>
<td>Vivian Garcilazo/Dance &amp; Drama</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/23/15</td>
</tr>
<tr>
<td>Luis Flores Gym/ Spanish</td>
<td>Teacher/Subject Area</td>
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<td>10/23/15</td>
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<tr>
<td></td>
<td>Coach</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Kira Hammond</td>
<td>School Counselor</td>
<td></td>
<td>10/23/15</td>
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<tr>
<td>Bonnie Laboy</td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other ____</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</thead>
<tbody>
<tr>
<td>Ella Baker has a limited number of parents with translation needs.</td>
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<tr>
<td>• Ella Baker has 9 families who have identified themselves as Spanish speaking.</td>
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<tr>
<td>• Ella Baker has 1 family who has identified themselves as Portuguese speaking.</td>
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<tr>
<td>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.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ella Baker School makes every effort to distribute translations to</td>
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</table>
2018-19 CEP

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
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</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.