



GRANT AVENUE ELEMENTARY SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 09/X/449

ADDRESS: 250 EAST 164TH STREET, BRONX, NY 10456

TELEPHONE: (718)681-6687

FAX: (718)681-6687

SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X449 **SCHOOL NAME:** Grant Avenue Elementary School

SCHOOL ADDRESS: 250 East 164th Street, Bronx, NY 10456

SCHOOL TELEPHONE: (718)681-6288 **FAX:** (718)681-6687

SCHOOL CONTACT PERSON: Kristin Erat **EMAIL ADDRESS:** KErat@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristin Erat

PRINCIPAL: Kristin Erat

UFT CHAPTER LEADER: MD Rahman

PARENTS' ASSOCIATION PRESIDENT: Equilla Richardson Otami Prunty

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 **SSO NAME:** Leadership LSO

SSO NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Dolores Esposito

SCHOOL PROFILE – NARRATIVE DESCRIPTION

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

Grant Avenue is an elementary school located near Yankee Stadium in the Bronx. Grant Avenue Elementary School is a new school in the 166 campus which contains 6 schools. We have 140 students in Kindergarten and First Grade. We will add a grade each year until we reach our full capacity as a K-5 school in 2013.

Our educators collaboratively created our school mission: "In the Grant Avenue Elementary School Community, all people are valued: we each have strengths, goals, responsibilities, and a voice. Students, families, and educators share enthusiasm and joy for learning. Lessons are meaningful, problem-centered, and tailored to student needs. Our mission is to collaboratively create a safe, supportive, and trusting environment which promotes academic excellence and risk-taking so that the possibilities for success are endless."

Our academic curriculum and school activities are planned with the success of each child in mind. We are a Teachers College Reading and Writing Project school. Our classroom teachers work closely with our TC Staff Developer and our Academic Coach to share best instructional practice and ensure that our students are not only meeting, but exceeding NYS Standards. Our ESL and AIS teachers collaborate on a weekly basis with classroom teachers to ensure that all instruction is aligned and small group student work is targeted to individual needs. Theatre/movement, visual arts physical education programs are offered to all children (including Bilingual/English Language Learners and Special Education students). Students investigate and explore Mathematics and Science with Everyday Mathematics and FOSS. Units of Study in Social Studies focus on project-based learning about our community, our neighborhood, and our families.

Collaboration with families is a priority for us as we know that the home/school partnership is essential for the success of our students. We host Curriculum Conferences in September to invite our families to learn about the content that is covered in Kindergarten and First Grade and share classroom teacher expectations with our parents. Every Friday is dedicated to "Family Fridays" when families are invited into our classrooms to play math games and participate in mathematics-related activities. Our parent coordinator and Guidance Counselor host Parent Workshops on topics such as ARIS Parentlink and Family Literacy. Classroom teachers invite families to celebrate our young writers for "Publishing Parties" and other classroom celebrations.

Grant Avenue Elementary School recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. We are committed to the well being of the "whole child" and support our students through our unique Advisory program. During Advisory, small groups explore topics through children's literature including: building community, feelings, assertiveness, problem solving, diversity, and making a difference. We also have a full time Guidance Counselor on staff to support our students and families.

The entire school community is invested in working together to bring our school mission to life each and every day at Grant Avenue Elementary School.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All new schools must complete Appendices 1, 2, 3, 7, & 9. All Title I schools must complete Appendix 4.

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	16	N/A	N/A	21	N/A	N/A	0
1	16	16	N/A	N/A	10	N/A	N/A	0
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>English Language Arts Academic Intervention Services are provided by classroom teachers, cluster teachers and our academic intervention service providers. The types of programs used are: Wilson Early Intervention (Foundations), and components of our TC Reading and Writing Workshop such as Guided Reading. These programs are used during specified 50 minutes blocks of instructional time provided by an additional teacher who pushes into the classroom. Students meet in small groups of no more than 6 students. We also provide service during Extended Day where all of our First Grade Students were invited to attend for additional small-group instruction. We assess our programs by using Fontas and Pinnell Running Records as well as Teacher’s College Concepts of Print and Letter Recognition Assessments.</p>
<p>Mathematics:</p>	<p>Mathematics Intervention is provided by our classroom teachers as part of our Math Workshop. We incorporate additional components of the Everyday Math program to differentiate learning for our students during small group instruction throughout the day.</p>
<p>Science:</p>	<p>The AIS providers integrate science with reading lessons using science related stories to answer comprehension questions and acquire additional vocabulary. This occurs during scheduled literacy push-in periods 1 day a week for 45 minutes in a Guided Reading and Small Strategy Groups.</p>
<p>Social Studies:</p>	<p>The AIS providers integrate social studies with reading lessons using social studies related stories to answer comprehension questions and acquire additional vocabulary. This occurs during scheduled literacy push-in periods 1 day a week for 45 minutes in a Guided Reading and Small Strategy Groups.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor provides individual and group counseling for students that need additional support at-risk. The counselor reinforces the Morningside Center for Social Responsibility (Advisory program) core values in sessions. Additionally the counselor reaches out to families and students and provides behavioral modifications that can be addressed in school and at home to enhance the learning of all students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	None

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy Narrative:

Curricular Instruction of ELLs at Grant Avenue Elementary School:

a. Description of Program:

Grant Avenue Elementary School recently opened for the very first time in September 2009. It is a new, small school with 135 students located in the Bronx, NY. It serves a total of thirty-four English Language Learners (ELLs) in kindergarten and first grade. Our second language learners comprise 25.19% of the total student population. We follow a collaborative, co-teaching push in model of English as a Second Language (ESL). Twenty-five students have been placed in a dual language, Spanish and English, self-contained classroom and 9 students receive push in ESL instruction in the general education classrooms. Currently this dual language program is comprised of one Kindergarten class. Seventeen of these students are English Language Learners.

Our school demographics are diverse and include speakers of Spanish, French, Bengali, Twi, Ga, Fanta, Hausa, and Mandingo.

Our staff at Grant Avenue is multilingual and multi-cultural, which creates an environment where our ELLs feel comfortable and at home in our school community. Our ESL teacher and coordinator, Rebecca Akselrad, is dual certified to teach both English and Spanish for grades K-12. Ms. Akselrad pushes into each classroom (including the dual language classes) to provide extra support to our ELLs while meeting state mandated time requirements in order to enhance the four skills of reading, writing, listening, and speaking. The ultimate goal of our program is to help guide the students to achieve fluency, proficiency, self-confidence, and success in the target language, English. Throughout the school, we practice New York standards based, balanced literacy. Our program is designed to develop Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), language functions, conventions of language, accountable-talk, and communicative competence. At Grant Avenue Elementary School, we create an environment where students feel safe to take linguistics risks and experiment with language at their own natural pace of learning. Here, ESL strategies are incorporated into the curriculum and ELLs are fully integrated into

the school community. We are proud and celebrate the variety of languages and cultures. We believe that best practices for ESL are best practices for all our students.

b. Number of Classes, Flexible Groupings, and Number of Minutes:

Students are homogeneously grouped according to grade and proficiency levels that have been determined by scores from both the Lab-R and NYSESLAT. The ESL teacher, Rebecca Akselrad, pushes into the classroom and works in small groups with 4-6 students at a time. As mandated in CR-Part 154, beginners and intermediate students receive 360 minutes a week and the advanced students receive 180 minutes per a week. Please see the sample schedule below, located at the end of this LAP narrative, of a beginner ELL in first grade at Grant Avenue Elementary School as evidence of meeting the New York State mandated number of minutes. Additionally, Ms. Akselrad also services the students in the dual language classroom in Kindergarten.

c. Dual Language Program:

Based on parent’s choice as identified on the parent’s selection forms during the orientations given to families of ELLs, Grant Avenue Elementary School has been privileged to create a dual language class in Kindergarten. The model is a self-contained classroom where the language is taught 50% in Spanish and 50% in English on alternating days. The instruction in all content areas including Language Arts, Math, Social Studies, and Science is delivered in Spanish and English on alternating days. Elba Riley (K) is bilingual, a fluent Spanish speaker and certified NY State bilingual. She differentiates instruction in both Spanish and English to meet the needs of our ELLs in the classroom. Ms. Riley’s Kindergarten has 17 ELLs and 8 English Proficient students. All students come from Spanish speaking homes. As with all of our classrooms, students in the Dual Language program are assessed on an ongoing basis. Reading levels are determined using Teachers College Running Records in English and an equivalent assessment system in Spanish. In both languages, students are asked to read authentic texts. They are then prompted to retell the story and answer comprehension questions.

d. Language of Instruction:

The language of instruction in the push in, collaborative model of ESL is the target language where 2 teachers are co-teaching English to ELLs. The language of instruction for our dual language class is equally 50 % Spanish and 50% English delivered on alternating days in the self-contained classroom. Given the large percentage of Spanish speakers in our school, materials, resources, color-coded vocabulary on word walls, and assessments are available in both Spanish and English.

e. Language Allocation Policy Team

The LAP team includes 1 certified ESL teacher, 2 teachers working towards bilingual certification, and various other key players in our school.

School: X449 Grant Avenue Elementary School	Leadership Learning Support Organization in District 9
Principal: Kristin Erat	Academic Coach: Asalmah George
ESL Teacher: Rebecca Akselrad	Academic Intervention Specialist: Mr. Rahman
Guidance Counselor: Jennifer Garcia	Parent Coordinator: Lisa Cherry
Kindergarten Dual Language Teacher: Elba Riley	Parent Volunteer: Equilla Richardson
	Network Leader: Petrina Polazzo

f. Instructional Strategies, Activities, and Programs:

❖ **Instructional Strategies:**

Our balanced literacy classrooms use thematic units with essential questions that encourage critical thinking. We do shared reading, read alouds, guided reading, independent/ shared writing, and incorporate word study activities. During Teacher's College Reading Workshop, we teach our readers strategies to implement before, during, and after a story including accessing prior knowledge, making predictions, retelling events in a story, drawing inferences, use context clues, asking questions to develop meta-cognition and awareness as the students read a variety of developmentally appropriate texts. We set goals for our students and mark their progress in meeting those goals. One way we mark student progress is through our side-by-side running record assessments given formally three times a year in English. Spanish running records are administered in our dual language programs.

During writing workshop, our students develop small ideas into a detailed story. Organization is taught through the use of graphic organizers. Students also use structural story markers using the words first, next, then, and last. We use lots of pictures, tell a story from the picture, and record what we see. We also make connections between texts and texts to self that is evident when we write about life experiences that reflect the topic of study. We teach conventions in English and use checklists in our writing that match the skills being tested on the NYSESLAT. During instruction, the teachers model and provide concrete examples. The teacher's language is modified in order to provide comprehensible input for our ELLs. Our lessons have clear teaching points and language objectives. The teachers use realia (real objects from the real world) and various scaffolds to provide a context and extra visual aids for our ELLs. As the language of our ELLs is emerging, we believe it is critical to provide non-verbal communication cues that include dramatization, puppets, games, songs, and pictures. Total Physical Response, TPR, encourages the students to feel the words through their whole body and learn the language with action and movement that is a researched based ESL strategy to increase memorization. At Grant Avenue, we believe students need to be engaged in their learning. In doing so, we use language games, reader's theatre, and Carolyn Graham's Grammar chants to increase fluency, prosody, pronunciation, and to liven up the classroom. These supports create a differentiated classroom that meets the needs of our ELLs within the general education setting and in doing so creates a hands-on, experiential learning environment for all.

At Grant Avenue Elementary School, great importance is placed on differentiation for all learners. Our instruction is differentiated in a variety of ways for all students and ELLs by using a range of strategies, non-verbal communication cues, realia, pictures, dramatization, and other resources that match the learning styles of each child. Given that we are a new school with only a Kindergarten and first grade, by definition, we do not have any Long Term ELLs nor do we have any SIFE students. However, if we were to have students with these profiles in the future we would create scaffolds to support their learning according to their needs. We do however have 2 special education ELLs and Ms. Akselrad works with the IEP team including the special education teacher, guidance counselor, occupational therapist and speech providers to create modifications and realistic goals that are noted on the IEPs for our ELLs with special needs. As part of the philosophy at Grant Avenue, we believe in providing an inclusive education with equity and equality for all.

❖ **Enrichment Programs and Field Trips:** As a supplement and outside enrichment, our school takes field trips that are relevant to the curriculum including a neighborhood walk and a trip to the local library.

❖ **Technology:** Technology is incorporated into our lessons through the use of websites that promote literacy and ELLs can listen to stories in a listening center to increase their auditory skills. We also use books on tape and have phonics Cds. Classrooms are equipped with smart boards to increase interactive learning.

❖ **Assessments:** All assessments and data inform the instruction at Grant Avenue Elementary School. Our students are assessed formally 3 times a year using Columbia's Teacher's College running records and our dual language programs use an additional running record in Spanish as well. ELLs take the LAB-R, Spanish LAB, NYSESLAT, and produce on-demand writing samples periodically. Our dual language program informally assesses through observations and conferences. The students also compile a portfolio that grows with them each year.

❖ **Analysis of Assessment Data based on LAB-R and NYSESLAT**

At Grant Avenue Elementary School our instruction reflects the results of testing data. Given that we are a new school and only four first graders entered with NYSESLAT scores the patterns of progress are based on a small pool of results. These students have received a continuation of services letter. From the NYSESLAT results, we know that there is 1 advanced learner, 2 intermediate learners, and 1 beginner. Despite the range of proficiency levels, the pattern reveals a higher level of communicative competence but an overall low level of English and the area that needs most improvement is reading. The reading skill sets are addressed during reading and writing workshop and after school 3 days a week during extended day for 50 minutes with guided reading in small groups. Our children and educators are working together to advance their English and encouraging the use of successful strategies during reading and writing.

❖ **Extracurricular Activities:** ELLs are fully integrated into our school and participate in all activities inside and outside of the classroom. At Grant Avenue, we have four programs in place that enhance learning. The first is an extended day program for 50 minutes after school 3 days a week, which provides ELLs and all struggling readers the opportunity to work on guided reading and implementing strategies in small groups. Second, our academic intervention specialist, Mr. Rahman, serves our ELLs and other at-risk, struggling readers in small groups. Third, we have an enrichment program for the students that intends to provide extra-curricular activities for all students. Fourth, we have a unique weekly advisory program where our teachers meet in small groups of 6 or less and follow a curriculum called 4Rs Family Connections (Reading, Writing, Respect, Resolution) developed by Morningside Center for teaching social responsibility, mediation, problem solving, and conflict resolution without violence that will foster responsible and mindful citizens in our schools and community at large.

1. Identification Process:

At the time that a new student is admitted to the school, the secretary is the first recipient and she asks the parent if there is a home language spoken at home. Based on the parent or guardian's response, the secretary provides families with a Home Language Identification Survey (HLIS) in the appropriate home language completed during the initial registration process. The secretary then contacts a trained pedagogue, Ms. Akselrad, our ESL teacher who is dual certified by New York state to teach K-12 Spanish and English. Ms. Akselrad is our ELL coordinator,

ESL teacher, and she administers the HLIS, interviews with parents/ children, and tests the children (LAB-R, Spanish LAB, and NYSESLAT). Ms. Akselrad comes to the main office and assumes the primary role in identifying our ELLs.

At the time of intake of a new admission, Ms. Akselrad reviews each question on the HLIS with the parent and provides any translations or explanations in the home language. An interview is performed with the parent to gather more background information and the child is interviewed as well with basic questions that elicit the use of different grammar structures in order to make an initial assessment of the child's abilities and if the child is eligible to take the LAB-R. If the HLIS properly indicates that the child speaks another language at home and based on the information from the interviews, a LAB-R is administered within the first ten days to determine the child's eligibility and level of proficiency. If the child is proficient, a letter of non-entitlement is sent home. If the child is eligible for services and speaks Spanish, a second assessment, the Spanish LAB, is administered in Spanish to identify their skill set in their home language. A letter of entitlement is sent home to all eligible ELLs and the parents are invited to a school orientation.

The school orientation for all eligible ELLs, is mainly done at the time of initial enrollment or shortly after within 10 days of admission. During a parent orientation for families of ELLs, Ms. Akselrad (the ESL teacher and coordinator) has each parent sign in and they receive a parent brochure in their home language. The agenda is reviewed and Ms. Akselrad cites the research on the benefits of the three programs available in NYC including TBE, Dual Language, and ESL. The parents tour the school, observe classes, and visit a dual language class in order to see the authentic English learning that happens every day at our school. The parent watches the EPIC video in their home language. The parents are given an opportunity to ask any questions and following, they choose a program on site for their child and complete the parent's survey. The original HLIS and parent's choice form are kept in the student's cumulative folder and a copy remains with the ESL teacher. The ESL teacher then sends a notification home indicating the program their child will be placed in. Based on the cut scores noted in the LAB-R memo, the ESL teacher creates groups based on grade and proficiency levels. A schedule is created that is strictly aligned with the mandated amount of minutes being 360 minutes for beginners/ intermediates and 180 minutes for advanced ELLs. At Grant Avenue, we are committed to helping the parents make informed choices about how their child will learn best. Our programs heavily reflect parent's choice and we honor their decisions, wants, and needs so that the families are invested, involved, and have a voice throughout the process.

2. Parent and Community Involvement:

At Grant Avenue, we empower our parents with extensive knowledge about their child's education so that they make informed choices and know that their children are a priority and come first. We honor the parents' choices beginning on the very first day of registration during the process of ELL identification. For the 2009-2010 school year, Parent Surveys and Program Selections yielded the following results: of our Kindergarten families 5 selected ESL as their first choice, 11 selected Dual Language, and 5 selected TBE. In First Grade, 11 families selected ESL, 0 selected Dual Language, and 2 selected TBE. Based on these preferences and meetings with families, we created our program according to parental choice. Our staff is warm, thoughtful, multilingual, multicultural, and we provide written information that is available in many languages. We are responsive to our families needs and Ms. Cherry, our parent coordinator, helps to build a bridge between the school, our families, and the greater community. We have several programs that help establish the families as an integral part of our Grant Avenue Family. We invite parents to curriculum night to begin the open the lines of communication. We make calls home to share strengths and areas that need improvement. We have a family center dedicated to the families of our school equipped with a library, lists of local adult ESL classes, and resources for parents. Our school invites families to attend school wide picnics, assemblies, award ceremonies, and family Fridays where we play math games together. The teachers often send activities home that the parents can do with their child to build literacy and other skills. As

part of our Morningside center, 4R advisory program, we give the students tools to build positive relationships in the home and during everyday interactions with people in the community. Our guidance counselor, Ms. Garcia, is bilingual and works closely with the families to help support their children emotionally, socially, and academically. Ms. Garcia is projected to begin a Spanish book club for parents and paired with the ESL teacher, we offer a Café con Leche, coffee and informal discussion. These structures are in place to help the families feel valued, respected, a full partner in both the learning and teaching of their children, and deeply connected as a charter member of the Grant Avenue family.

3. Professional Development and Support for School Staff:

All teachers attend professional development because we are lifelong learners. All of our teachers participate in ongoing ELL training. As part of our pre-service retreat, our ESL teacher delivered a presentation and workshop, “Best Practices and Strategies for our English Language Learners.” This was attended by the entire school community. Each week, Rebecca works with our Kindergarten team, our First Grade team, and our Specialty team. In each of these 50 minute Team meetings, Rebecca collaborates with classroom teachers, training them and providing them with resources for our ELLs. Grant Avenue Elementary School is a Teacher’s College school and we follow the reading and writing workshop curriculum. We have 25 calendar days on site with our staff developer, Rachel Rothman as well as 35 professional development days on the Columbia campus. These intensive training workshops help support our goal to hone our skills, learn new strategies, and grow as both teachers and professionals. Our ESL teacher works closely with Nilda Kraft, our compliance and performance specialist from the DOE Office of ELLs and our LAP team attends DOE sponsored workshops to ensure that we are delivering high quality instruction to our ELLs and implementing innovative research based strategies directly in the classroom. A staff developer from Morningside Center comes to our school to train our staff how to teach and instill social responsibility, conflict resolution, mediation, and positive attitudes to wards ourselves and community at large during our advisory periods. Additionally, all teachers participate in common planning periods so that everyone is collaborating together as a strong team of educators. Teachers observe other teachers within and outside of school so that we are always sharing and learning from the talents of our professional colleagues.

ESL Sample Schedule of Beginner English Language Learner in 1st Grade: 360 minutes

	1 8:00 – 8:50	2 8:55 – 9:45	3 9:50 – 10:40	4 10:45 – 11:35	5 11:40 – 12:30	6 12:35 – 1:25	7 1:30 – 2:20	Extended Day 2:20 – 3:10
Monday	Morning Meeting	Interactive Writing	Word Work (Foundations)	Literacy Centers	Lunch	Teacher's College Reader's Workshop (ESL push in)	Teacher's College Writer's Workshop	X
Tuesday	Morning Meeting	Interactive Writing	Word Work (Foundations)	Literacy Centers	Lunch	Teacher's College Reader's Workshop (ESL push in)	Advisory: Conflict Resolution & Social Responsibility Curriculum Teaching Skills through Reading, Writing, Respect, Resolution (ESL push in)	Extended Day: Reading Intervention with all 1 st Graders
Wednesday	Morning Meeting (ESL push in)	Interactive Writing	Word Work (Foundations)	Literacy Centers	Lunch	Teacher's College Reader's Workshop	Teacher's College Writer's Workshop	Extended Day: Reading Intervention with all 1 st Graders

Thursday	Morning Meeting	Interactive Writing	Word Work (Foundations)	Literacy Centers	Lunch	Teacher's College Reader's Workshop (ESL push in)	Teacher's College Writer's Workshop (ESL push in)	Extended Day: Reading Intervention with all 1 st Graders
Friday	Morning Meeting	Interactive Writing	Word Work (Foundations) (ESL push in)	Literacy Centers	Lunch	Teacher's College Reader's Workshop (ESL push in)	Family Friday Math Games	X

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

N/A – We do not currently have Title III funding.

Form TIII – A (1)(a)

Grade Level(s) _____ **N/A** **Number of Students to be Served:** _____ **N/A** **LEP** _____ **Non-LEP**

Number of Teachers _____ **N/A** **Other Staff (Specify)** _____ **N/A** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	N/A	N/A

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Grant Avenue Elementary School assesses the translation and oral interpretation needs of our school families based on the diverse demographics and the home languages that are indicated on the home language identification surveys (HLIS). We pay particular attention to the last two answers on the HLIS, which indicates what language is preferred for both written and oral communication with staff educators. This data helps us provide written and oral communication with our families in the appropriate home language.

At Grant Avenue Elementary School, we are sensitive to the translation needs of our families. We try to create opportunities for effective home-school communication across the language spectrum. Although we have a diverse set of families, the dominant home language at our school is Spanish. Written communication home and materials in the school are available in both Spanish and English. With the help of the New York City Department of Education Translation and Interpretation Unit and over the phone interpretation services we ensure that all our families have equal access to the same information. We frequently use these translation services especially if a family has special requests or needs. At Grant Avenue, we want our families to feel that they can participate, fully understand, communicate together, and be a part of our school community without a language barrier. A portion of our budget is allotted for translation services. Additionally, our staff is multilingual and our parent coordinator, Mrs. Cherry, provides outreach services to help identify the needs of our families. At Grant Avenue Elementary School, equity and equality in any and all languages is important so that all parents are active members of the community and in their child's education.

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

The major findings of our school wide translation and interpretation needs assessment reveal that our Spanish speaking families requested that information is sent home and communication with staff be in Spanish, which we have honored. Our Bengali families have requested that Mr. Rahman, our academic intervention specialist, support them as he is from Bangladesh and is able to communicate in their native language. Our other families prefer information in English but have access to the translation services as well. This information was reported to the school community via the HLIS, one-on-one meetings with families, by our guidance counselor, through teachers or the parent coordinator, and at conferences.

Part B: Strategies and Activities

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

At Grant Avenue Elementary School it is important that our families feel included and accommodated by our extensive efforts to provide all written materials and resources in the appropriate language. The translations are mainly done by our diverse staff who are sensitive to cultural differences and fluent in many languages. We also regularly use the NYC DOE Translation and Interpretation Unit as well. When called upon, members of our school leadership team assist in translations or interpretations.

2. Describe the oral interpretation services the school will provide, and how they will meet the identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At Grant Avenue Elementary School, we are a small school and believe in face-to-face interaction as key to building and opening lines of communication and connection. Here, many of our staff members are multilingual and provide this type of personal interaction with our school families. Some of the languages that are spoken fluently among the staff are Spanish, Bengali, French, Hebrew, and English. This is useful in meeting the linguistic needs of our school families because the languages of our staff match the home languages of our parents. When necessary, our staff is available for on-site translations at any given moment during the school day. They also assist with translations during parent-teacher conferences, meetings, phone calls, updates on student progress, sending notes home, and interviews to help throughout the ELL identification process. Our school staff does the oral translations on-site. It is important to note that as mentioned above, we do participate in the NYC DOE Over the Phone Interpretation Services through the DOE Translation Unit when necessary based on the particular situation, home language, and family.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/get/document-151/A-663%20Translation%203-27-06%20.pdf>
Please see answers to questions 1 and 2 above in Part-B of this document

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	137,627		137,627
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,376		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,880		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	137,627		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **77% (12 out of 13)**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Grant Avenue Elementary School has a staff of 77% (12 out of 13) Highly Qualified Teachers. Grant Avenue is a new school that opened its doors in 2009-2010. To support all teachers new to Grant Avenue Elementary and the NYCDOE we will work with our teachers to ensure that they all attain highly qualified status within two years.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Grant Avenue Elementary School Parental Involvement Policy

We, the educators of Grant Avenue Elementary School, strongly believe that teaching is a shared responsibility to be divided between the family and the school, with the family being the child’s first and most enduring teachers. We also acknowledge the decades of research showing that students’ academic success, self-esteem, and general perspective on education, life, and the world are greatly influenced by family involvement in education from Pre-Kindergarten through High School.

Grant Avenue Elementary School places a high priority on family outreach. We offer a variety of systems, programs, and policies which allow our families, school and community to function as full partners. With a reciprocal and mutually respectful and trusting relationship with the families of our students, as well as the community at large being the key to facilitating and maintaining active parental involvement, Grant Avenue Elementary School commits to:

- Planning, implementing, assessing, and as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance.
- Building the school’s and parents’ capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities.
- Encouraging parental involvement in the planning stages of parent programs and activities as regulated by Title I, Title III, Title IV, and the No Child Left Behind legislation. This will include convening an annual meeting to:
 - 1) Explain to parents the requirements of these laws in simple, direct, and understandable terms;
 - 2) Inform parents of the school’s participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement, and revision of such programs as mandated by law and regulation;
 - 3) Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.

- Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school. This information is conveyed in our Family Handbook, shared at annual Curriculum Conferences held in September, and communicated on an on-going basis throughout the school year.
- Informing and providing the parents with any training, materials, and resources available to help them work with their children;
- Informing families of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
- Informing them of and helping connect families to any other programs available through community resources, which may be of use or interest to them, whenever possible;
- Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping our students realize their maximum academic, personal and social potential.

Grant Avenue Elementary School shall accomplish these goals through the following means:

- By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - 1) Monthly meetings of the general PTA membership;
 - 2) Monthly meetings of the School Leadership Team;
 - 3) Meetings of any standing PTA committees;
 - 4) Meetings of any parental action committees as formed in accordance with PTA bylaws;
 - 5) Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs;
 - 6) Planned for regular meetings of Title I parents.
- By establishing various forms of clear and consistent communication with our families through letters, e-mail, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary and shall stress the importance of communication between the teachers and parents through:
 - 1) Regular attendance of parent-teacher conferences;
 - 2) Reports to parents on their child's progress
 - 3) Daily use of the Grant Post red folders that travel back and forth as a vital mechanism for home-school communications
 - 4) Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities
 - 5) Weekly opportunities to participate in classroom activities during Family Fridays events
- By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - 1) An open door policy to the Parent Coordinator and Principal
 - 2) Opportunities to communicate with school staff daily during arrival and dismissal procedures.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Expectations for All

The Grant Avenue Elementary School Community Standards and Student Rights and Responsibilities ensure that every member of our school is provided with extremely clear expectations regarding the acceptable code of conduct at Grant Avenue Elementary School. Both documents will be mailed home to parents over the summer in preparation for the school year ahead. Our staff will review the documents in Summer Training sessions and on the days allocated for Professional Development leading up to the day when Grant Avenue Elementary School opens its doors. Our teachers will prominently post the Community Standards and Student Rights and Responsibilities in their classrooms. They will examine them with their students and design mini-lessons around components. (Ex. Role-playing activities, analysis of what it means to "earn the trust of your peers and staff members," chart what is necessary to fulfill the responsibility of coming to school "prepared." Students will investigate the Community Standards and their Rights and Responsibilities in their classrooms, in the context of their Student Handbooks, and the language that is used in these documents will be reinforced throughout the building.

Grant Avenue Elementary School Rights and Responsibilities

Rights:

- Right to a safe learning environment
- Right to give and receive respect from all members of the community
- Right to identify and build on your strengths
- Right to express your opinions and ideas respectfully

- Right to know how you are doing in your classes through conferences, progress reports, and report cards
- Right to receive guidance, counseling, and advice for personal, social, and educational development from staff members and community advisors

Responsibilities:

- Preserve the safety and earn the trust of your peers and staff members
- Be accountable for your actions
- Arrive at school, on time, daily
- Work to the best of your ability during each lesson of each day
- Acknowledge and celebrate the strengths of others
- Come to school prepared

**Grant Avenue Elementary School Community Standards
Developed for our students to preserve the
safety, trust, strengths, and success of every individual.**

With our words:

We respect other people.

We don't tease, insult, threaten or call anyone an unkind name.

We tell the truth.

We don't tell lies.

We use appropriate language.

We refrain from using curses or other foul language.

We are mindful of other people's conversations.

We don't interrupt when people are talking. We don't bother people when they are working or learning. We knock or greet the class before entering a classroom.

With our bodies:

We are careful with other people's bodies.

We don't push, hit, bite, or fight. This includes "play-fighting." We don't "play fight" at Grant Avenue Elementary because it often turns into real fights.

We are respectful of other people's things.

We don't take things that don't belong to us. We don't break or damage the property of others.

We take care of our school property.

We don't destroy materials or write on desks or walls.

With our minds:

We always ask ourselves: "Would I like it if someone did that to me?"

At Grant Avenue Elementary School

We are quiet in the halls and walk silently because students are working.

We work quietly during independent work in our classrooms so that other people can do their best work.

We listen to and follow directions given by every staff member.

We are on time because we understand that every minute is precious.

We walk and don't run.

We eat only in the cafeteria, or during designated times, in our classrooms. We don't chew gum.

**If you do not follow the Grant Avenue Elementary School Community Standards,
you will be asked to try to solve the problem you created.**

You may have to:

Apologize with your words or in writing
Participate in mediation
Lose privileges
Meet with an administrator or guidance counselor
Be suspended

Be aware that:

Your family may be contacted.
Inappropriate items will be confiscated.
****Grant Avenue Elementary School adheres to**
Citywide Standards of Discipline and Intervention
Measures of NYC DOE.

Grant Avenue Elementary School-Parent Compact

We, the administrators, teachers, staff and parents of Grant Avenue Elementary School, fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document which align with our Community Standards and Expectations for All.

We, the students of Grant Avenue Elementary School, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member;
- Provide a safe and clean environment and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students, and parents;
- Provide teachers and staff with the materials, supplies, and support necessary for them to fulfill their obligations to the students and one another;
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent, and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment.
- Celebrate individual student, teacher and staff member success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive to greatest attendance.
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
- Give parents and students opportunities to participate in school governance
- Actively involve parents in planning, reviewing, and improving Title I programs and the parental involvement policy;

- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional, and department of education information;
- Provide clear, frequent, and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences, student progress reports as warranted, opportunities to volunteer and participate in their child's class, opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

Principal's Signature

Date

The Teacher Agrees To:

- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn;
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;
- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive, and encouraging feedback;
- Celebrate each student's success and encourage persistence when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
- Seek ways to involve parents in the school program and value their contribution.

Teacher Representative's Signature

Date

The Student Agrees To:

- Show respect for my classmates, teachers, principal, school staff, parents, school property, community standards, and myself;
- Come to school each day prepared to work and with all required supplies;
- Always do my best because I believe I can and will learn;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Take pride in my work and my school.

Student Representative's Signature

Date

The Parent Guardian Agrees To:

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and on time;
- Support and model positive attitudes towards school by showing interest in my child's education, reading, limiting TV viewing, etc.
- Talk with my child about his/her school activities daily;
- Communicate regularly with my child's teacher;
- Make sure that I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal, and the Department of Education;
- Insist that all homework assignments are fully completed, on time, and assist my child with completing assignments
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game, and online activities;
- Make sure that my child gets adequate and appropriate nutrition including a healthy breakfast and sufficient sleep daily.

Parent Representative's Signature

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
AIS will be provided for all K and 1 eligible students who are at risk for not meeting the State Standards. AIS is provided using a push-in model throughout the school day, including Extended Day. The types of programs used are: Wilson Early Intervention (Foundations), and components of our TC Reading and Writing Workshop such as Guided Reading. Our students are assessed in side-by side conferences with the teacher using Fontas and Pinnell Running Records as well as Teacher's College Concepts of Print and Letter Recognition Assessments. Lessons are crafted based on the needs of the individuals based on their phonemic awareness, recognition of letters, and comprehension level.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Title I staff communicates and plans with classroom teachers during weekly common planning time. They also meet with the Literacy Coach weekly and participate in professional development with our classroom teachers. Title I teachers meet with the principal periodically to update student progress and program effectiveness.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

Our Title I program uses a variety of student data including: running records, concepts of print reading assessments, student work in all content areas, and notes from conferences in reading and mathematics to formulate groups of students in K and 1 to receive services. Teacher groups and scheduling is made in tandem with classroom teachers so as to provide support within the classroom during key subject areas teaching. Materials and instructional practices are research based and have proven effective in the program and in other schools. Teachers present instruction within the workshop model and through small group instruction at all times. All services are delivered within the school day and during our Extended Day program.

All Title I and AIS students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project based learning.

4. Coordinate with and support the regular educational program;

Title I teachers parallel instruction to the objectives being presented in the classroom through alternate modalities and resources. Teachers differentiate instruction to meet the needs of the students as outlined by TC running records and formative assessments in ELA and Math.

5. Provide instruction by highly qualified teachers;

Grant Avenue Elementary School has a staff of 77% (12 out of 13) Highly Qualified Teachers. Grant Avenue is a new school that opened its doors in 2009-2010. To support all teachers new to Grant Avenue Elementary and the NYCDOE we will work with our teachers to ensure that they attain highly qualified status within two years.

Grant Avenue Elementary School has a staff of 77% (12 out of 13) Highly Qualified Teachers.

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

Opportunities for professional development for Title I teachers are provided by the school Academic Coach, Leadership LSO, and Teachers College Staff Developer. Dissemination of information to constituencies is accomplished through PTA, Parent Coordinator, Parent Engagement Workshops, Grade Team meetings, Faculty Conferences, School Newsletter, Parent/Teacher Conferences, and Curriculum Conferences. Open School Week provides opportunities for parents to see the program first hand three times a year. Title I teachers remain available to meet with parents during Parent/Teacher Conferences to discuss student progress. Our Parent Coordinator and Guidance counselor host Parent Engagement Workshops to educate and inform parents of academic and social topics and to receive feedback regarding existing and future programs.

7. Provide strategies to increase parental involvement; and

Title I parents use Grant Post red folders as a critical method of home-school communication. Written information between home and school travels back and forth daily in Grant Post student folders. We publish monthly calendars outlining school events and promote events prior to events with flyers and personal invitations to attend. We conduct surveys of our parents to ensure that our programs and workshops are meeting their needs. Staff members are available daily at dismissal to communicate with families. Additionally, each and

every Friday, our parents are invited in to our school to play math games with their children. Classroom teachers and AIS teachers periodically host publishing parties and other celebrations of student progress.

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

Title I funding constitutes the source for the majority of our AIS program. This program is outlined in Appendix 1 pages 7-8 of this document.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: [Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.](#)

Literacy pacing calendars and curriculum maps were developed as resources for our teachers to ensure that we do not have any gaps in our written and taught curriculum in ELA, especially for our English Language Learners. We reviewed our classroom libraries and are continuing to build them with a variety of reading levels, genres, and guided reading texts. Our teachers have been working closely with a staff developer from the Teachers College Reading and Writing Project to continue to hone our best practices in literacy instruction. Our teachers meet weekly as grade teams to plan units of study, add to and revise curriculum maps, and share ideas and resources that support our students. Our academic coach, ESL teacher, and AIS teacher also participate in these weekly meetings, sharing their ideas relating to their areas of expertise and minimizing variations in the curriculum and instruction across ELL and general education programs. The written curriculum in our school is aligned with state standards both in terms of the range of topics covered and the depth of understanding required. Our teachers use our pacing calendar and curriculum maps to create units and lessons. Curriculum maps clearly indicate what students should know and be able to do at each grade level. The taught curriculum in our classrooms is aligned with the written curriculum. Students are able to demonstrate what they know in a variety of ways. Instruction is focused both on students creating written products and spoken presentations. Grant Avenue Elementary has many structures in place that contribute to the alignment of our curriculum. Pacing calendars, our TC binders, curriculum maps, and time built into the schedule for lab sites and team meetings are all evidence of clear communications and expectations for the content and process for teaching in our classrooms. The pacing calendars and curriculum maps also demonstrate vertical alignment; topics and themes that are covered in each grade are revisited and explored with increased sophistication in subsequent grades.

Our method of assessing our students in side-by-side conferences in reading and writing is part of our design to make sure that materials and instruction are differentiated to meet the needs of all students, including English Language Learners, students with disabilities, and struggling readers and writers. Each one of our students has their reading level assessed on an ongoing basis by reading side-by-side with their teachers and answering comprehension-based and inferential questions. These running record assessments are used to match every student with materials that are relevant to her needs. Teachers also use data collected during running records and conferences. This data is used to drive instruction, crafting mini-lessons, and grouping students for targeted skill work.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

We will review our Mathematics instructional materials including Everyday Mathematics Student and Teacher Guides as well as literature related to Mathematics in our classroom libraries. We will review Guides, lesson plans, student work, pacing calendars and information gathered during visits to our classrooms to assess the alignment with the content and process strands and to evaluate the depth of what is being taught as compared to what is required by state standards. This will help us to determine whether or not the Curriculum Audit findings are relevant to our school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

MODIFIED FORMAT FOR NEW SCHOOLS (OPENING IN SEPTEMBER 2009)

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The principal and academic coach assessed whether Finding 2A was relevant to our school's educational plan. We visited all of our classrooms, multiple times and observed the teaching structures and strategies in each room. Additionally, the academic coach is present at weekly Grade Team meetings where teachers are engaged in lesson and unit planning. The workshop model is used throughout our building. Teachers teach the mini-lesson which often has many structures for student engagement, such as a turn-and-talk. The mini-lesson is followed by cooperative learning, group work, and independent practice. Since direct instruction is not the dominant instructional orientation for ELA instruction in our school, the Audit findings are not relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The principal and academic coach assessed whether Finding 2B was relevant to our school's educational plan. We visited all of our classrooms, multiple times and observed the teaching structures and strategies in each room. Additionally, the academic coach is present at weekly Grade Team meetings where teachers are engaged in lesson and unit planning. High academically focused class time happens daily in our classrooms, with students engaged in hands-on activities, playing math games, connecting math to literature, social studies, and science, and problem-solving.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

As a new school, all of our teachers are new to Grant Avenue Elementary School. Throughout the year we will offer our teachers a high level of professional development and support in hopes of building a strong team and retaining our educators as we grow.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The principal and academic coach met with our ESL teacher and with the teachers of our Dual Language classes to assess whether Finding 4 was relevant to our school's educational plan. The committee reviewed school data including professional development

plans for all of our teachers who work with our English Language Learners. We provide our staff with ongoing professional development in literacy and best practices for ELLs. We have worked closely with Nilda Kraft and Angelica Infante (OELL) as we planned our programs for our ELLs. Throughout the planning summer, they worked with the principal, academic coach, ESL teacher, and AIS teacher. The principal and Academic Coach attended professional development seminars offered by the OELL. Upon the recommendation of Angelica Infante, the principal visited a school to observe best practices in serving English Language Learners. During our pre-service retreat, our ESL teacher shared ideas and resources for working with ELLs with our entire staff. All of our teachers are supported with professional development in best practices of literacy instruction through Teachers College Reading and Writing Project. We will continue to take advantage of PD opportunities offered by the OELL and other institutions. It was determined that Curriculum Audit findings were not relevant to our educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: [Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.](#)

As a school community, we believe in collecting and analyzing a wide-range of assessments. Throughout the school year, our teachers assess our students reading with running records. The academic coach and principal collect class-by-class tracking sheets and analyze the progress of individuals and groups of students, including our English Language Learners. This helps us to identify students who need

support and assists us in developing targeted intervention services. Special tracking sheets are completed by our ESL teacher including data from the LAB-R, running records, and conference notes.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: [Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.](#)

All of the teachers (including specialty/cluster teachers) that work with our Special Education students have copies of the IEPs and have reviewed them to determine how to best meet each student's needs. Our Guidance Counselor and Academic Coach are both engaged in a year-long study group/professional development with the Leadership LSO that focuses on strategies and instructional approaches that will help our Special Education Students to access the general education curriculum and improve student performance. Our Special Education teacher participates in all of our staff development labsites with Teachers College to ensure that the curriculum and classroom practices for Special Education and General Education are in alignment. Our Special Education teacher also attends specific professional development sessions offered by Teachers College to continue to learn about accommodations and medications that will help support the students with disabilities in her classroom, including differentiating instruction and creating behavioral support plans for her students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: [Describe the process your school will engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.](#)

The Special Education teacher, paraprofessionals, academic coach, guidance counselor and principal will work closely together to analyze the accommodations and/or modifications for the classroom environment (including instruction) that are specified in the IEPs of our students. We will study the alignment between goals, objectives, and modified promotion criteria that are included in the IEPs and the content on which students are assessed on grade-level tests. As IEPs are reviewed and updated, our goal will be to focus on the specificity of accommodations and modifications, to ensure alignment between goals, objectives, and modified promotion criteria and testing content, and will include behavior plans in the IEPs in order to support our students with documented behavioral issues and concerns.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are presently 18 Grant Avenue Elementary School students living in Temporary Housing.

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

The services we are planning to provide the STH population include:

- * School counseling services to address any anxiety or stress the student might be having
- * Assistance with basic needs such as uniforms, supplies, furniture, or health-related needs
- * Outreach efforts to assist families with outside referrals for public assistance, counseling, or mental health services
- * Transportation, if needed once the child is permanently housed
- * Parental outreach to provide parents with information and support
- * Tutoring and after school programs

Part B: FOR NON-TITLE I SCHOOLS

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