



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ GRANT AVENUE ELEMENTARY SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 09X449 _____

PRINCIPAL: _____ KRISTIN ERAT _____ **EMAIL:** _____ KERAT@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ DOLORES ESPOSITO _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kristin Erat	*Principal or Designee	
MD Rahman	*UFT Chapter Leader or Designee	
Deborah Harrison	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Aracelis Rodriguez	Member/Parent	
Boaz Hailey	Member/Parent	
Alicia Duncan	Member/Parent	
Diane Ortiz	Member/Parent	
Asalmah George	Member/Teacher	
Rebecca Akselrad	Member/Teacher	
Aida Sanchez	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June, at minimum, 70% of our students will meet or exceed grade level reading and writing benchmarks as indicated below:

Kindergarten: Reading Level D and Level 3 on the Teachers College Continuum for Assessing Narrative Writing.

First Grade - Reading Level I and Level 4 on the Teachers College Continuum for Assessing Narrative Writing.

Second Grade - Reading Level M and Level 5 on the Teachers College Continuum for Assessing Narrative Writing.

Third Grade: Reading Level P and Level 6 on the Teachers College Continuum for Assessing Narrative Writing.

By June 2012, 5% more of our third graders will achieve a level 3 or higher on the English Language Arts State Assessment as measured against the District 09 average.

Comprehensive needs assessment

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

The table below details our school community's literacy results for the 2010-2011 school year as measured against CCLS-aligned Fountas and Pinnell Reading Benchmarks. Our school community knows that a solid literacy foundation is critical to student success. We have selected this as a goal so that we can continue to build on our work in this area as we improve our instructional strategies, increase parental involvement in this area, and continue to attract and retain Highly Qualified Teachers.

Report of Our Literacy Results 2010-2011

Met Progress Based Literacy Goal	Did Not Meet Progress-Based Literacy Goal	Average Level Progress	#s Breakdown		
			#Meets/Exceeds	#Did Not Meet	Total # of Students
98.7%	0.3%	4.06	77	1	78
82.4%	17.6%	6	61	13	74
78.3%	27.7%	4.24	36	10	46
87.9%	12.1%	4.81	174	24	198

Instructional strategies/activities

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

We will focus our professional development on the explicit teaching of skills and strategies in all reading and writing workshops. This year we will highlight the work that teachers do before, during, and after independent work in reading and writing.

Before - Clear expectations and routines

Before - Watch to see students dive into work before conferring, pulling strategy, guided reading groups

Before - Continuing our study of characteristics and needs for reading levels and work along narrative/informational writing continuums

During - Building guided reading muscles

During - Teaching while conferring and continuing work with making goals clear

During - Collecting data while conferring

After- Using data collected to plan teaching points and support

After - Using data to match reading partnerships

After - Establishing schedules for regular and frequent meetings with most struggling readers and writers

After - Revising small group support structures as needed and in response to November and March whole class data collection

We will conduct five complete cycles of professional development with our Teachers College Reading and Writing Project Staff Developer, Rachel Rothman. Our TC assessments are used to craft explicit teaching points for lessons and used to form guided reading and strategy groups. The data is also used to ensure that our readers are matched to appropriate texts based on their individual reading level. Rachel will also coach our teachers, one-on-one. Each of our teachers is at different levels of mastery of the TC curriculum, and these one-on-one sessions enable us to differentiate our professional development for our teachers. Our assistant principal, Asalmah George, and the principal participate in the labsites and have a dedicated time to meet with Rachel. This allows us to communicate about how our team is progressing and gives us opportunities to plan for future sessions. Furthermore, having administration participate in this professional developments sends the message to our team that we are all learners and enables us to continue the work throughout the year. Formal and informal observations are conducted on an ongoing basis and feedback and support are provided to teachers.

Our Election Day professional development involved a focused look at school-wide literacy data. Grade teams met and teachers analyzed the November Reading data for their class. Teachers looked at who was meeting/not meeting grade-level standards as of Nov. 1. They looked for patterns and trends in the data, identified areas of strength and deficiencies. They studied the characteristics of the reading levels specific to students in their classes and sorted data by subgroups, identifying students with IEPs, students who are English Language Learners, and analyzed data by these subgroups and by gender. They looked for patterns and trends specific to these subgroups and established modifications specific to meeting the needs of these students. After analyzing individual class data, grade teams looked at data across the grade, sharing patterns and trends from individual classes and establishing patterns and trends from their grade. Grade teams collectively established next steps for instructional planning specific to needs of students in their grade. Preliminary data analysis from NYSESLAT and November Reading Data indicate that English Language Learners will be our school-wide subgroup of focus. In response to this need, we have launched a dual language team consisting of teachers from K-2 dual language classes and our ELL Coordinator, Rebecca Akselrad. This team meets weekly and creates consistent structures and systems across the grades for supporting our ELLs. Our ELL coordinator and 2nd grade dual language teacher, Daniele Andrade, led an interactive workshop on Election Day for all staff members which focused on strategies for improving academic language development in our ELLs across all content areas.

All Grade Teams will be administering a baseline assessment focusing on the CCLS Informational Writing Standard in December 2010 and using data collected

from student work to plan instruction for upcoming nonfiction Reading and Writing units, particularly focused on the March Writing unit in which our CCLS Performance Tasks will be embedded. Grade teams revisit reading and writing data on an on-going basis and we will be looking at school-wide data in the form of Reading Levels and Informational writing samples in March 2011.

Each and every week, our grade teams meet to plan lessons and units of study. The team works together to revise and improve upon monthly curriculum maps, crafting individual lessons, and sharing resources and best practices to use in our classrooms. Our teachers also attend Calendar Days, intensive professional development seminars at Columbia University as well as professional development offered through the CFN 606 Professional Learning series, focused on the Citywide Instructional Expectations (CIE). Teachers share information and resources from these seminars during grade and faculty meetings.

Strategies to increase parental involvement

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

The following structures are in place to increase parental involvement specifically in support of our Literacy Goal:

Every Friday from 1:30-2:20 is dedicated as "Family Fridays" where parents/guardians/extended family members are welcomed into our classrooms to actively participate in our school community. Teachers use this time to host "Publishing Parties" where student writing is showcased. Family Members act as guest readers, leading a read aloud for the class or leading small group discussions about books. Family members participate in literacy centers and learn best practices for reading with their child so that there is alignment between home and school in support of our readers and writers.

Our Assistant Principal conducts a series of "Ages and Stages" workshops for parents of students in each grade. Mrs. George strategically plans these workshops to teach parents about the CCLS benchmarks for each grade, to show families what student writing in each grade looks like, and to teach families ways to work with their children in the home.

Twice a year, our families are invited to Family Days at Teachers College. A group of parents, along with our Parent Coordinator, travels to Columbia University for a day of learning. Parents select workshops specific to the needs of their child and then parents share what they learned with the larger group of parents.

We host Curriculum Conferences in September and take this evening to share academic and behavioral expectations for the year. Parents are engaged as partners and provided with specific tools for working with their child in the home.

In May and in September we host Orientations for Kindergarten Families and provide parents with book lists, sight word flash cards, and other resources specific to the literacy needs of our Kindergarten students.

Student Reading data is collected in our Data Bank and shared with our School Leadership Team at monthly meetings. Parent SLT members turnkey information to other parents in their child's class and with the community at large.

We have built parent involvement into our Title III program; each Thursday. Parents actively participate in the after-school sessions and learn about ways to increase the oral and written vocabulary of their children in the home.

In October, November, March, and June, our Assistant Principal prints out AssessmentPro letters for each and every family based on reading data that the teachers enter into the AssessmentPro site by 9/28, 11/1, 3/1, and 6/11. These letters are individualized and contain a list of recommended books for each child in our school community and information about each student's reading level. Our parents have expressed that these letters make trips to the library very easy for each family because they know just what books to check out for their children.

We strive for 100% attendance at Parent Teacher Conferences and make appointments for each family. This time is maximized and teachers share specific information about each child's reading and writing levels. Families are invited to explore their child's writing portfolio. Parents and teachers share information about each child's performance in school and at home and standards-based benchmarks are explicitly discussed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development in Literacy. Teachers also receive feedback on their practice from peers and administration. For the past two years we have been selected as a model school by Teachers College Reading and Writing Project and we host four literacy specialist interns in our classrooms. These interns are in the process of completing their masters' degrees through their fieldwork in our school community. Interns often interview for positions in our school.

Each spring, we convene our Grant Avenue Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their grade/program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor, Andrea Rousso, for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three intervisitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her intervisitations partner. The principal also hosts a "New to Grant Group" on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in labsites, one-to-one coaching and full days of professional development connected to our work with Columbia University's Teachers College. Teachers also participate in CFN 606 Professional Learning Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school coordinates its efforts to meet this goal by engaging with the following programs:

We have partnerships with local Head Starts and offer information sessions and tours for prospective parents each year. Head Start students also visit our school for field tips.

We also partner with El Museo del Barrio, Bronx Museum of Art, City Center, Together in Dance, and Montefiore Medical Center to provide quality arts and nutrition programs to our school community.

Budget and resources alignment

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

TC Professional Development (Title I - Improved Teacher Quality) Substitutes for Calendar Days (School Support Supplement Absence Coverage Per Diem)

Classroom Library Books (Title I OTPS) Common Planning sessions built into the schedule (Reflected in staffing decisions - table of organization - and scheduling)

CCLS and Pilot implementation per session funding, Title III program funding

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Our classroom teachers will focus their Inquiry Work on Mathematics, our specialty teachers will focus on their individual programs. As a result of our inquiry work, at minimum 80% of our students will meet or exceed the benchmark on our Year-End Mathematics assessment administered in May.

. By June 2012, 5% more of our third graders will achieve a level 3 or higher on the Mathematics State Assessment as measured against the District 09 average.

Comprehensive needs assessment

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

The table below details our school community's mathematics results for the 2010-2011 school year as measured against CCLS Benchmarks on our Year-End Mathematics Benchmark. We did not meet our goal of 80% mastery for the 2010-2011 school year and our SLT has elected to continue to work towards meeting this goal. We have selected this as a goal so that we can continue to build on our work in this area as we improve our instructional strategies, increase parental involvement in this area, and continue to attract and retain Highly Qualified Teachers.

Report of Our Mathematics Results 2010-2011

Grade	Met or Exceeded CCSS Benchmarks on Year-End Mathematics Assessment	Did not meet CCSS Benchmarks on Year-End Mathematics Assessment	#s Breakdown		
			#Meets/ Exceeds	#Did Not Meet	Total # of Students
Kindergarten	80%	20%	70	17	87
First Grade	73%	27%	62	23	85
Second Grade	48%	52%	23	25	48
School-Wide	70%	30%	155	65	220

Instructional strategies/activities

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

Our inquiry teams have designed CCLS aligned tests and performance tasks for each grade. In December, all classes will be administering a baseline assessment aligned with CCLS standards of practice and domains of focus. Teams will use data from these assessments to adjust instructional practices and to map out a March unit of study focused on the CCLS key standards.

Teachers will plan lessons and resources as supplements to our Everyday Mathematics curriculum to support our students towards demonstrating mastery on the identified key standards. All grade teams will dedicate monthly, 50 minute sessions to studying the Common Core Learning Standards for Mathematics, looking at student work and assessment results, and planning lessons to support our learners in meeting the standards. From the period of December to February, weekly grade team meetings will have an intensive focus on looking at student work (the baseline assessment) and planning a robust unit of study which focuses on fluency with the CCLS key standards of practice and domain of focus for each grade. The following is a framework of grade team meetings during this time period:

Kindergarten	First Grade	Second Grade	Third Grade
11/30 Common Planning to introduce math baseline	11/17 Common Planning to introduce baselines	11/18 Common Planning to introduce baselines	11/17 and 12/1 Common Planning to introduce baselines
11/30 3:30-5:30 unpacking math bundle	11/30 3:30-5:30 unpacking math bundle	11/30 3:30-5:30 unpacking math bundle	12/1 3:30-5:30 unpacking math bundle
12/2 Math Baseline administration – no scaffolds 12/5 Baseline – light scaffolds (manipulatives) 12/6 Baseline – heavy scaffolds modeling with similar problem OR (TBD) 12/2, 12/5, 12/6 Side by side assessment with manipulatives – students able to write and/or verbally explain their process	12/2 Math Baseline administration – no scaffolds 12/5 Baseline – light scaffolds (manipulatives) 12/6 Baseline – heavy scaffolds modeling with similar problem	12/2 Math Baseline administration – no scaffolds 12/5 Baseline – light scaffolds (manipulatives) 12/6 Baseline – heavy scaffolds modeling with similar problem	12/2 Math Baseline administration – no scaffolds 12/5– heavy scaffolds modeling with similar problem
12/7 Common Planning – use rubric to look at student work/assess math baseline **Identify Exemplars for Meets,	12/8 Common Planning – use rubric to look at student work/assess math baseline **Identify Exemplars for Meets,	12/9 Common Planning – use rubric to look at student work/assess math baseline **Identify Exemplars for	12/8 Goal Setting Conversation with L. Neier, TMP

Partially Meets, Does Not Meet Criteria	Partially Meets, Does Not Meet Criteria	Meets, Partially Meets, Does Not Meet Criteria	
12/14 CP Plan Math unit	12/15 CP- use rubric to look at student work/assess writing baseline **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria	12/16 CP- use rubric to look at student work/assess writing baseline **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria	12/15 Common Planning – use rubric to look at student work/assess math baseline **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria
12/19 Mathematics Data Capture Sheet due to Mrs. Erat	12/19 Mathematics and Writing Data Capture Sheets due to Mrs. Erat	12/19 Mathematics and Writing Data Capture Sheets due to Mrs. Erat	12/19 Mathematics Data Capture Sheet due to Mrs. Erat
12/21 CP Plan Math unit	12/22 CP Plan Math unit	N/A Holiday	12/22 CP Plan Math unit
1/4 CP Plan Math Unit (Unit implementation 1/3-2/17, into March if needed)	1/5 CP Plan Math Unit	1/6 CP Plan Math Unit	1/5 CP Plan Math Unit
1/11 CP Plan/Refine Math Unit	1/12 CP Plan Math Unit	1/13 CP Plan Math Unit	1/12 CP Plan Math Unit
1/18 3:30-5:30 unit planning	1/18 3:30-5:30 unit planning	1/18 3:30-5:30 unit planning	1/18 3:30-5:30 unit planning
1/18 CP Plan/Refine Math Unit	1/19 CP Plan Math Unit	1/20 CP Plan Math Unit	1/19 CP Plan Math Unit
1/26 CP Plan/Refine Math Unit	1/26 CP Plan Math Unit (Unit implementation 1/30-2/17, into March if needed)	1/26 CP Plan Math Unit (Unit implementation 1/30-2/17, into March if needed)	1/26 CP Plan Math Unit (Unit implementation 1/30-2/17, into March if needed)
2/1 CP Refine Math Unit/Plan Writing Unit	2/2 CP Refine Math Unit/Plan Writing Unit	2/3 CP CP Refine Math Unit/Plan Writing Unit	2/2 CP CP Refine Math Unit/Plan Writing Unit ** March unit was originally Folktales. We will need to adjust: March – Independent Writing Projects (Focus on Informational/Revisiting Persuasive Writing – Social Studies Angle) April – Folktales

2/8 CP Refine Math Unit/Plan Writing Unit	2/9 CP Refine Math Unit/Plan Writing Unit	2/10 CP Refine Math Unit/Plan Writing Unit	2/9 CP Refine Math Unit/Plan Writing Unit
2/15 (tentative) Administration of Final Math Task			
2/15 ? 3:30-5:30 2 hours per session - - use rubric to look at student work/assess Final Math Task **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria	2/15 ? 3:30-5:30 2 hours per session - - use rubric to look at student work/assess Final Math Task **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria	2/15 ? 3:30-5:30 2 hours per session - - use rubric to look at student work/assess Final Math Task **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria	2/15 ? 3:30-5:30 2 hours per session - - use rubric to look at student work/assess Final Math Task **Identify Exemplars for Meets, Partially Meets, Does Not Meet Criteria
2/15 CP -wrap up assessment/reflect on unit	2/16 CP -wrap up assessment/reflect on unit	2/16 CP -wrap up assessment/reflect on unit	2/16 CP - -wrap up assessment/reflect on unit

Mathematics inquiry work is ongoing and the work from March to June will extend the practices learned from the intensive CCLS immersion. Mathematics baseline and performance task data will be submitted to administration and used to identify patterns and trends in data and next steps with regard to specific student subgroups.

Strategies to increase parental involvement

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

The following structures are in place to increase parental involvement specifically in support of our Mathematics Goal:

Every Friday from 1:30-2:20 is dedicated as “Family Fridays” where parents/guardians/extended family members are welcomed into our classrooms to actively participate in our school community. Teachers use this time play math games and teach families math-related activities that can be used in the home to boost student achievement in mathematics.

Our Assistant Principal conducts a series of “Ages and Stages” workshops for parents of students in each grade. Mrs. George strategically plans these workshops to teach parents about the CCLS benchmarks for each grade, to show families what student writing in each grade looks like, and to teach families ways to work with their children in the home.

We host Curriculum Conferences in September and take this evening to share academic and behavioral expectations for the year. Parents are engaged as partners and provided with specific tools for working with their child in the home.

In May and in September we host Orientations for Kindergarten Families and provide parents with a list of ways to weave mathematics work into daily life in the home along with other resources specific to the needs of our Kindergarten students.

Student Mathematics data connected to key standards and domains of focus is collected in our Data Bank and shared with our School Leadership Team at monthly meetings. Parent SLT members turnkey information to other parents in their child's class and with the community at large.

We strive for 100% attendance at Parent Teacher Conferences and make appointments for each family. This time is maximized and teachers share specific information about each child's mathematics levels. Families are invited to explore their child's mathematics portfolio. Parents and teachers share information about each child's performance in school and at home and standards-based benchmarks are explicitly discussed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development in Mathematics. Teachers also receive feedback on their practice from peers and administration.

Each spring, we convene our Grant Avenue Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their grade/program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor, Andrea Rousso, for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three intervisitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her intervisitations partner. The principal also hosts a "New to Grant Group" on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in labsites, one-to-one coaching and full days of professional development connected to our work with Columbia University's Teachers College. Teachers also participate in CFN 606 Professional Learning Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school coordinates its efforts to meet this goal by engaging with the following programs:

We have partnerships with local Head Starts and offer information sessions and tours for prospective parents each year. Head Start students also visit our school

for field tips.

We also partner with El Museo del Barrio, Bronx Museum of Art, City Center, Together in Dance, and Montefiore Medical Center to provide quality arts and nutrition programs to our school community.

Budget and resources alignment

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

Common Planning Sessions built into the weekly schedule. Meetings facilitated by grade leaders and administration. Title I funds to purchase necessary materials to support mathematics instruction. Per Session Inquiry funds to support after school study group. Title 1 funding for AIS teachers to support student progress toward learning goals.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, school-wide attendance will meet or exceed 92%.

Comprehensive needs assessment

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

For the 2009-2010 school year our school-wide attendance percentage was 89.94%. For the 2010-2011 school year our school-wide attendance percentage was 89.97. As of 11/15/2011, our school-wide attendance rate is 91.76%.

A month-by-month breakdown of our attendance trends are as follows:

09X449 - [GRANT AVENUE ELEMENTARY SCHOOL...]											
09-10											
School Level - All											
Grade Category - All											
% Attendance	SEP. 09-10	OCT. 09-10	NOV. 09-10	DEC. 09-10	JAN. 09-10	FEB. 09-10	MAR. 09-10	APR. 09-10	MAY. 09-10	JUN. 09-10	09-10
as values											
KINDERGARTEN	92.22%	88.97%	86.94%	83.32%	91.01%	88.51%	89.56%	90.59%	92.95%	84.09%	88.83%
GRADE 1	87.36%	93.38%	92.70%	89.74%	92.32%	91.29%	92.24%	93.42%	93.60%	85.97%	91.37%
OTHER SPECIAL ED. SERVICES	84.53%	89.29%	85.78%	88.73%	93.86%	86.54%	90.99%	89.35%	95.42%	94.44%	90.19%
09X449 - [GRANT AVENUE ELEMENTARY SCHOOL...]	89.48%	90.67%	89.03%	86.25%	91.77%	89.43%	90.71%	91.61%	93.42%	85.72%	89.94%

Zero suppression rows and columns. Suppression options applied: zero values, division by zero, missing values, overflow values

09X449 - [GRANT AVENUE ELEMENTARY SCHOOL...]											
10-11											
School Level - All											
Grade Category - All											
% Attendance	SEP. 10-11	OCT. 10-11	NOV. 10-11	DEC. 10-11	JAN. 10-11	FEB. 10-11	MAR. 10-11	APR. 10-11	MAY. 10-11	JUN. 10-11	10-11
as values											
KINDERGARTEN	91.67%	89.42%	89.90%	86.15%	82.36%	87.96%	90.16%	90.55%	90.56%	82.85%	88.08%
GRADE 1	92.29%	92.81%	89.88%	87.68%	88.00%	88.28%	92.21%	92.68%	92.98%	85.08%	90.27%
GRADE 2	92.12%	91.77%	94.21%	92.80%	89.46%	95.47%	95.80%	93.04%	94.84%	87.73%	92.77%
OTHER SPECIAL ED. SERVICES	84.44%	90.78%	85.54%	90.26%	86.43%	90.21%	91.90%	91.90%	93.79%	86.71%	89.45%
09X449 - [GRANT AVENUE ELEMENTARY SCHOOL...]	91.41%	91.23%	90.45%	88.52%	86.13%	89.89%	92.22%	91.92%	92.59%	85.01%	89.97%

Zero suppression rows and columns. Suppression options applied: zero values, division by zero, missing values, overflow values

There is a direct correlation between student attendance and student academic performance; our SLT has elected to build on our work in this area as we improve our instructional strategies, increase parental involvement in this area, and continue to attract and retain Highly Qualified Teachers.

Instructional strategies/activities

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

Our attendance coordinator works closely with our attendance teacher, administration, and teachers to monitor and improve student attendance.

The following systems are in place, and are being monitored and refined as needed to improve overall attendance:

Weekly reports to administration and classroom teachers for all students with attendance below 85%.

Monthly perfect attendance certificates for students

Monthly letters to each family detailing individual student absences and lateness

Daily posting of school attendance percentages for staff

Attendance bulletin board with important information for families and staff and space to celebrate students with exemplary attendance

School Messenger Outreach

Monthly Attendance Committee Meetings

Monthly target group established of families with attendance below 80%.

Home visits by attendance teacher for target group families

Bi-monthly workshops for this target group and individual action plans established for these families

Individual classroom incentives and awards for exemplary student attendance

Strategies to increase parental involvement

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

Many of the instructional practices are created with the goal of increasing communication between home and school and having a positive impact on parental involvement in this area:

Monthly perfect attendance certificates for students

Monthly letters to each family detailing individual student absences and lateness

Attendance bulletin board with important information for families and staff and space to celebrate students with exemplary attendance

School Messenger Outreach

Monthly target group established of families with attendance below 80%.

Home visits by attendance teacher for target group families

Bi monthly workshops for this target group and individual action plans established for these families

Individual classroom incentives and awards for exemplary student attendance

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development. Teachers also receive feedback on their practice from peers and administration.

Each spring, we convene our Grant Avenue Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their grade/program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor, Andrea Rousso, for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three intervisitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her intervisitations partner. The principal also hosts a “New to Grant Group” on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in labsites, one-to-one coaching and full days of professional development connected to our work with Columbia University’s Teachers College. Teachers also participate in CFN 606 Professional Learning Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school coordinates its efforts to meet this goal by engaging with the following programs:

We have partnerships with local Head Starts and offer information sessions and tours for prospective parents each year. Head Start students also visit our school for field tips.

:

Budget and resources alignment

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

Collaborative work with Attendance Coordinator, Attendance Teacher, Parent Coordinator, School Secretary, and Guidance Counselor, and Administration (Staffing and Scheduling) Resources will be allocated for incentives and attendance celebrations. (TL OTPS New School)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

During the 2011-2012 school year, Grant parents/guardians will attend an average of FOUR school events.

Comprehensive needs assessment

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

Family involvement is a top priority in our school community because we know that when home and school partner together, we are better equipped to prepare our students for academic success. Our SLT members have noticed that we have a growing population of dedicated parents/guardians who frequently participate in events in our school community. For the past two years our CEP has included goals centering on the quantity of events that we offer our parents and guardians. We have exceeded our goals each year. The SLT has decided that we would like to focus this year on partnering with each and every family a minimum of four times over the course of the year. We are focused on expanding the participation rate to the entire school community so that we will ensure that we are reaching out to each and every family in support of each and every child.

Instructional strategies/activities

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

Below is the chart of parent events for the 2011-2012 school year, which builds upon our needs assessment of the community and our student achievement and family needs. These events are widely advertised and translation is provided, whenever needed.

Date	Name of Workshop/ Family Engagement Opportunity		
9/9	Kindergarten Orientation	2/3	Family Fridays
9/13	Discipline Code Assembly	2/6	PID Meetings
9/14	PTA Meeting	2/7	Assessment Preparedness 3 rd Grade Workshop with Mrs. George
9/15	SLT Meeting	2/9	SLT
9/16	Family Welcome Breakfast	2/10	Family Fridays
9/21	Family Workshop: Teachers College	2/17	Family Fridays
9/21	Curriculum Conferences – All Staff	3/2	Family Fridays
9/23	Family Fridays – All Staff	3/7	PTA Meeting
9/27	Advisory: Making the Home-School Connection Workshop	3/8	SLT
9/28	PTA Meeting	3/9	Quality Review Parent Meeting
10/4	Third Grade Readiness with Mrs. George	3/9	Family Fridays
10/5	Zumba	3/13	Parent Teacher Conferences
10/7	Family Fridays	3/16	Family Fridays
10/11	Breast Cancer Awareness Workshop	3/19	Incoming Kindergarten tours
10/12	Zumba	3/20	“Positive Discipline Works!” with Ms. Yepes
10/13	Attendance Workshops – Target Group	3/23	Family Fridays
10/13	SLT	3/30	Family Fridays
10/14	Family Fridays	4/4	PTA Meeting
10/18	3 rd Grade CAAS Parent ID Photos	4/6	Family Fridays
10/19	1 st Grade CAAS Parent ID Photos	4/19	SLT
10/20	2 nd Grade CAAS Parent ID Photos	4/25	Art Show Extravaganza
10/25	Kindergarten CAAS Parent ID Photos	4/26	Attendance Workshop – Target Group
10/26	Zumba	4/27	Family Fridays
10/28	Family Fridays Halloween Parade	5/1	Year in Review Workshop with Mrs. George
11/2	PTA and PAC Meeting	5/2	PTA Meeting
11/2	Zumba	5/4	Family Fridays
11/4	Family Fridays	5/7	Family NYSESLAT Workshop
11/9	Zumba	5/11	Family Fridays
11/12	Family Fridays	5/17	SLT
11/15	Parent Teacher Conferences	5/18	Family Fridays
11/16	Zumba	5/23	Spring Performance
11/17	SLT Meeting	5/25	Family Fridays
11/18	Family Fridays	6/1	Family Fridays
11/29	“Communication in the Home” Workshop with Ms. Yepes	6/4	Hold Over Meetings
12/2	Family Fridays	6/8	Family Fridays
12/5	Italian Cuisine Workshop with Ms. Cherry	6/12	Incoming K Orientation
12/6	Family Workshop: Ages & Stages (First Grade)	6/13	Multicultural Celebration
12/6	Family Workshop: Teachers College	6/14	SLT
12/7	PTA Meeting	6/15	Field Day
12/7	Zumba	6/15	Family Fridays
12/8	Attendance Workshops – Target Group	6/19	Getting Ready for Kindergarten with Ms. Yepes
12/13	“Family Changes” Workshop with Ms. Yepes	6/22	Last Family Fridays
12/14	Zumba	6/22	Kindergarten End of Year Celebration
12/15	SLT Meeting	6/23	Summer Reading Kick-Off
12/16	Family Fridays		
12/16	Family Movie Night		
12/22	Holiday Performance		
1/4	PTA Meeting		
1/4	Zumba		
1/6	Family Fridays		

1/10	Family Workshop: Ages & Stages (2nd Grade)
1/11	Zumba
1/12	SLT
1/13	Family Fridays
1/18	Zumba
1/21	Family Fridays
1/27	Family Fridays
2/1	PTA Meeting
2/2	Attendance Workshops- Target Group

Strategies to increase parental involvement

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

Each year, we plan and implement over 80 events in order to engage the community and increase the opportunities for families to be involved in their child's education. Events focus on supporting parents in understanding how they can help their child make progress in reading, writing, mathematics, and social/emotional growth, directly impacting student achievement.

In an effort to strengthen our home-school partnerships, our School Leadership Team has set the clear expectation that each and every family will self-select and attend at minimum four events over the course of the school year. Monthly calendars and School Messenger announcements will go out to advertise each event. The school has established a "Parent Passport/ID" system for tracking involvement. Due to the academic and social-emotional content of our events below, we will see an impact in student achievement as evidenced by student reading levels of families who meet or exceed our benchmark of attending these 4 events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development in Literacy. Teachers also receive feedback on their practice from peers and administration. For the past two years we have been selected as a model school by Teachers College Reading and Writing Project and we host four literacy specialist interns in our classrooms. These interns are in the process of completing their masters degrees through their fieldwork in our school community. Interns often interview for positions in our school.

Each spring, we convene our Grant Avenue Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their

grade/program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor, Andrea Rousso, for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three intervisitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her intervisitations partner. The principal also hosts a “New to Grant Group” on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in labsites, one-to-one coaching and full days of professional development connected to our work with Columbia University’s Teachers College. Teachers also participate in CFN 606 Professional Learning Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school coordinates its efforts to meet this goal by engaging with the following programs:

We have partnerships with local Head Starts and offer information sessions and tours for prospective parents each year. Head Start students also visit our school for field trips.

We also partner with El Museo del Barrio, Bronx Museum of Art, City Center, Together in Dance, and Montefiore Medical Center to provide quality arts and nutrition programs to our school community.

Budget and resources alignment

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

Title I, Title I Translation funds Parent coordinator and staff listed above including our AP and Guidance Counselor

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

We will ensure that all members of our school community feel physically and emotionally secure, allowing everyone to focus on students learning as evidenced by above average level outcomes on the Learning Environment Survey in the category of Safety and Respect for parents and teachers.

Comprehensive needs assessment

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

A comprehensive review of OORS data/reports and the Learning Environment Survey for the 2009-2010 and 2010-2011 school years has revealed a positive trend in Safety and Respect perceptions for parents and teachers. As our school community grows by one grade each school year, we continue to focus on the social emotional needs of students. Student outcomes in our advisory program have demonstrated positive tone and climate in the school. This is coupled with at-risk supports to students in need or who might benefit from additional supports to what is provided to all students. The SLT has determined that a continued focus on the needs of students in this way will result in improved outcomes for achievement as well as the Learning Environment results referenced in the goal.

Instructional strategies/activities

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

To support our Community Standards and our Mission, we have a unique advisory program. Beginning in Kindergarten, each student meets with an advisor once a week. Advisors and students work together on investigations in the 4s (Reading, Writing, Respect, and Resolution) Curriculum. Students know that, in addition to their classroom teacher, they can always count on their advisor. Our teachers model lessons in our classrooms and our guidance counselor, Jennifer Yepes, conducts workshops for our parents and guardians. During advisory, our students are exposed to children's literature related to social-emotional learning and character development. As a school, we will continue to adapt to the needs of our students, families, and staff to ensure that we maintain a strong school culture. This culture serves as a critical foundation and context in which all of our learning takes place.

Our Guidance Counselor, Jennifer Yepes, leads our PPT (consisting of teachers, SBST members, AIS providers, and our AP) which meets every other week to implement interventions for individual students (academic and behavioral) and to evaluate the effectiveness of these interventions. In addition to servicing students mandated for counseling, Ms. Yepes meets on a regular basis with students who have been identified as at-risk. She works with students on short or long term basis (depending on the needs of the student) to address social emotional issues related to coping with loss, bullying, playing safely, making friends, etc. Ms. Yepes is also a valuable resource for our teachers and has a lending library of texts related to safety and respect and other social-emotional topics.

We work to achieve this goal on a variety of levels, establishing a collaborative school culture, and addressing the needs of our students, staff, and families. We held a pre-service retreat in August. Our team met for an intensive week at the school.

During this week we:

Continued to get to know one another and how to work as an effective team

Revisited our Grant Avenue Community Standards and School Mission

Participated in staff-led workshops which will be presented by teachers on self-selected topics

Reviewed our Staff Handbook

Cooperatively established expectations for classroom environments, teacher practice, classroom communities, and school-wide policies

Worked in teams to map out the first day, and first week of school

Hosted a Back to School Meet and Greet picnic at Mullaly Park, inviting families to meet their child's teacher

Our culture of mutual respect and positive attitudes towards learning involves everyone: students, families and educators. Communication is a key element to establishing this collaborative, respectful, and positive learning environment. Our entire school community communicates frequently in a variety of ways. Our team of educators communicates formally and informally throughout each day. The following are a few structures and systems that are in place on a school level:

Weekly meetings for common planning sessions

Teacher-led after school study groups

Attendance, pupil personnel team, and safety sub-committee meetings monthly

Monthly faculty meetings

One-on-one meetings with the principal on an as-needed basis

E-mail is frequently used and responded to in a timely fashion

Weekly staff newsletter

Monthly UFT Consultation Committee Meetings (Minutes shared with team)

Team feedback is solicited through surveys and meetings and used on an ongoing basis

Strategies to increase parental involvement

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

Our culture of mutual respect and positive attitudes towards learning involves everyone: students, families and educators. Communication is a key element to establishing this collaborative, respectful, and positive learning environment.

Developing a strong home-school partnership is a priority at Grant Avenue Elementary School. The following are some of the programs, structures, and systems:

- Welcome letters mailed out to incoming students
- EPIC family training sessions were held in advance of school opening for the families of our English Language Learners
- Opening Celebration Meet and Greet
- Out of Classroom staff will greet families during the first week and to help register families and welcome them to our school
- Parent Welcome and Orientation Sessions
- Handbooks distributed and families will be introduced to our Parent Coordinator, Guidance Counselor, and Principal
- Every effort is made to translate documents sent home into the home language of the child
- Monthly calendars and newsletters will be sent home to keep families up to date on important events
- Curriculum Conferences will be held in September to introduce families to their child's teachers, classroom and school environment, and the curriculum

- Monthly class newsletters from the classroom teachers
- “Grant Post” red folders used for home-school communication
- Daily Behavior Calendars as needed
- Monthly PTA and SLT meetings
- Weekly Family Fridays where families are invited into our classrooms from 1:30-2:20pm to participate in Math Games, Publishing Parties, and Special Projects such as Papermaking
- Family Workshops on topics such as: Parents as Reading and Writing Partners, ARIS ParentLink, , Dual Language Workshops, Advisory: Making the Home-School Connection, Parent Workshops at Teachers College, Really Listening to Your Child, Communication Tools, Partnering for Positive Attendance Habits, A Visit to the Bronx Museum, and Supporting Student Success, School Performance Assemblies and Art Events
- Parent-Teacher Conferences with Scavenger Hunts - creating an incentive for families to communicate with all of the educators who support the learning of their children

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development.

Each spring, we convene our Grant Avenue Hiring Committee. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

Hiring Committee members rate each response to each question and a score is tabulated for each candidate. The candidates with the highest scores are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome letter and a professional development survey over the summer. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one with the principal to study the curriculum maps for their grade/program and to review the Employee Handbook. New teachers are welcomed at our annual Educator Retreat in August where new and returning employees gather to continue our work as collaborators and to prepare for the year ahead.

New and returning teachers are supported in a variety of ways. All new teachers are matched to our mentor, Andrea Rousso, for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. All teachers are partnered with a colleague with whom they conduct three intervisitations over the course of the year and three sessions to debrief the classroom visits. Each teacher selects one of the Danielson Framework Competencies for an in depth study with her intervisitations partner. The principal also hosts a “New to Grant Group” on a monthly basis as a forum for attending to the unique needs of teachers who are new to teaching or new to our school community. All of our teachers participate in labsites, one-to-one coaching and full days of professional development connected to our work with Columbia University’s Teachers College. Teachers also participate in CFN 606 Professional Learning Workshops and in-house professional development via grade team meetings, faculty meetings, and conference days.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our school coordinates its efforts to meet this goal by engaging with the following programs:

We have partnerships with local Head Starts and offer information sessions and tours for prospective parents each year. Head Start students also visit our school for field trips.

We also partner with El Museo del Barrio, Bronx Museum of Art, City Center, Together in Dance, and Montefiore Medical Center to provide quality arts and nutrition programs to our school community.

Budget and resources alignment

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

Training rate for retreat, Common planning (Scheduling and staffing) Supplies for family events and advertisement of events (Title I) Parent Coordinator, Advisory (Staffing, Scheduling) Title I funds for CAAS system/Parent Passport IDs

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	6	6	N/A	N/A	10			
1	24	24	N/A	N/A	13			
2	12	12	N/A	N/A	11			
3	9	9	N/A	N/A	12		3	
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<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 and second grade students were invited to attend for additional small-group instruction. We assess our program’s effectiveness by using Fontas and Pinnell Running Records as well as Teacher’s College Concepts about Print and Letter Recognition Assessments.</p>
Mathematics	<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>
Science	<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>
Social Studies	<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>
At-risk Services provided by the Guidance Counselor	<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>

At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	School Based Support Team Social Worker pushes in to support at-risk students in the classroom. She meets with students during lunch to build social skills for students and shares ideas and resources with families.
At-risk Health-related Services	n/a

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

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.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing a safe and clean environment and an atmosphere conducive to teaching and learning, for the entire school community;
- providing teachers and staff with the materials, supplies, and support necessary for them to fulfill their obligations to the students and one another;
- clearly communicating performance expectations to the teachers and provide them with constructive feedback;
- providing teachers and staff with meaningful opportunities for professional growth and enrichment.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

**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.

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With our words:

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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.**

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o Acknowledge and celebrate the strengths of others

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- Come to school prepared

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz / Petrina Palazzo	District 9	Borough Bronx	School Number 449
School Name Grant Avenue Elementary School			

B. Language Allocation Policy Team Composition [?](#)

Principal Kristin Erat	Assistant Principal Asalmah George
Coach N/A	Coach N/A
ESL Teacher Rebecca Akselrad	Guidance Counselor Jennifer Yepes
Teacher/Subject Area Mencia Feliz, Dual Language, 1	Parent Deborah Harrison
Teacher/Subject Area Daniele Andrade, Dual Language 2	Parent Coordinator Lisa Cherry
Related Service Provider M.D. Rahman, AIS	Other Elba Riley, Dual Language, K
Network Leader	Other Joshua Bein, SETTS

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	301	Total Number of ELLs	72	ELLs as share of total student population (%)	23.92%
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Part II: ELL Identification Process

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

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

1) 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 hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue, Rebecca Akselrad, who is dual certified by New York State to teach K-12 Spanish and English as a Second Language, ESL. Ms. Akselrad is our ELL coordinator and ESL teacher. Ms. Akselrad is also a teacher leader and advocate for ELLs in that she participates in the Bilingual ESL Teacher Leadership Academy, BETLA, at Bank Street College. Ms. Akselrad administers the HLIS, oral interviews with parents/ children (conducted in Spanish when applicable), and tests the children to determine their English proficiency level through the use of the initial assessments including LAB-R, Spanish LAB, and the end of year exam, NYSESLAT. Ms. Akselrad comes to the main office and assumes the primary role in identifying Grant Avenue Elementary School's population of English Language Learners.

At the time of intake of a new admission, Ms. Akselrad reviews the HLIS with the parent and provides any Spanish translations or explanations. 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 in the target language, English. 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 and language dominance. A letter of entitlement is sent home to all eligible ELLs and the parents are invited to a school orientation where the parents choose the most appropriate program for their child.

The EPIC trainings, parent orientations, for all eligible ELLs are preferably done at the time of initial admission. During the EPIC training, 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 that are available in NYC public schools 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 letter home indicating the program their child will be placed in. Continuation of services letters also go home to those ELLs who are eligible for continued entitlement. All written communication sent home is maintained in the Grant Avenue ELL administrative binder that is located in our ESL office, room 118.

Grant Avenue Elementary School is in its third year of operation and we annually administer the NYSESLAT. In order to administer the NYSESLAT to all eligible ELLs, Ms. Akselrad prints out the RLER report on ATS and she uses those names to compile a list of students who will take the end of year exam. Ms. Akselrad adds any names of any new arrivals or new admits that are additionally eligible to take the NYSESLAT. Then, Ms. Akselrad makes a schedule to administer all 4 sections of the NYSESLAT to each eligible ELL. The speaking section is administered individually in the ESL office. Each eligible ELL is placed in a small group. These groups

are scheduled to take the reading, writing, and listening sections of the NYSESLAT on a particular day as outlined on the NYSESLAT administration calendar. This NYSESLAT schedule is strictly followed so that all our eligible ELLs take each section within the allotted time frame indicated in the administrator's manual. Other trained pedagogues will help administer the exam if extra help is needed. Ms. Akselrad also makes a list of hand scores and records the dates of administration of each section on a document that is maintained in the administrative binder and ELL office. Ms. Akselrad meticulously carries out each section of the NYSESLAT, prepares the tests for packaging and delivery to our district's Integrated Service Center on the appropriate day.

Once the official scores are available on ATS, a team of educators analyze the scores both as a whole and by receptive/ productive sub skills. The team looks for patterns, identifies the needs, and makes an action plan to respond to the needs of our students so that our instruction is driven by the data. The data is communicated to families during parent teacher conferences or individual meetings with the ESL teacher. The proficiency levels are communicated to classroom teachers at the beginning of the school year and a workshop is held for all educators on faculty where we look at the the results of the NYSESLAT, are trained in how to read the ATS reports like the RLAT or RNMR modality report, and collectively review our language allocation policy as a team so that there is consistency in the way we actively implement our language allocation policy at Grant Avenue Elementary School. All Grant Avenue educators receive an electronic version of our LAP so that they can refer to it throughout the year.

2) 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. The structures that are in place at Grant Avenue Elementary School to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding English as a Second Language) include school tours, classroom visits to our existing dual language classrooms, observation of small group ESL instruction, cite the current body of research, watch the EPIC parent orientation video, and parents are encouraged to ask any questions that pertain to the 3 available programs. The EPIC trainings and classroom visits happen within the first ten days of registration for each ELL family. Parents are invited to attend any of our literacy and ESL specific workshops to learn more about our programs and learn specific strategies to help them support their children at home.

A critical priority at Grant Avenue Elementary School is building a relationship and partnership with our families. The team of educators work together to make strong connections with our families. Our parent coordinator, Ms. Cherry, specifically plays a significant role in family outreach and helps support the ESL teacher in attracting, contacting, and communicating with families at home through phone calls, face to face interaction, and written notes home in the appropriate language. Also, we introduce and advertise our programs at our Kindergarten recruitment meetings and Kindergarten orientations for new incoming students. Our ESL teacher is always available for individual consultations and meetings with families who need extra support.

3) Our ESL teacher personally invites families into school for an EPIC orientation and reaches out to families both at dismissal and by phone. The EPIC parent orientations are done on site so the parent selection forms and parent survey forms are collected immediately and accounted in order for student placement in a specific program to happen within the first 10 days that the child is admitted to the school. A copy of the EPIC parent surveys are maintained in the ELL administrative binder located in the ESL office and the originals are placed in the child's cumulative file. Ms. Akselrad also ensures that entitlement letters, continued entitlement letters, non-entitlement letters, placement letters, transition letters are distributed to families by a combination of personally handing the letters to the families or by sending them home in the child's red folder that families check daily. Copies of these letters and evidence of receipt of these letters are also maintained in the ELL administrative binder located in the ELL office. These functions are done punctually so that we can maximize student learning in the most appropriate setting within Grant Avenue Elementary School.

4) 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. The primary criteria for placement of identified ELL students in dual language or ESL is parent choice. To make this informed choice, parents watch the EPIC video, read the parent guide in their native language, and ask questions directly to the ESL teacher. We are committed to observing classes and familyizing the response with current research that outlines the benefits of each program. We support the parent's decision on the program selection form and the child is placed in the appropriate program. We always offer the chance to transfer to a bilingual program at a neighboring school because we only offer Dual Language and ESL small group instruction. Parent's choice forms are placed in the child's cumulative file and copies of program selection forms as well as program placement letters are maintained in the ELL administrative binder located in the ESL office, room 118.

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

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

Also, please note that our ESL program is composed of students who speak Spanish, French, Bengali, Twi, and Mandingo. We have several staff people who speak Spanish, French, and Bengali. All communication, consultation, school meetings, oral interviews, written letters, and outreach with families who speak either Spanish, French, or Bengali are conducted in their native languages. We also have several documents formally translated into a family's home language by the DOE translation services and some teachers use the oral translation services as well during parent teacher conferences.

5) Grant Avenue is a new school opened in September 2009. The trend over the past three years indicates that most Spanish speaking families select our dual language program and all other home languages select English as a Second Language instruction. Transitional Bilingual Education Program is not offered at our school but the option to transfer to a different school with a TBE program is given to all families. As of yet, all families have remained in our school and choose either dual language or ESL. We monitor trends in program selection by tallying our family's choices, visually representing the data on a table that shows parent's choices over the last 3 years and notice patterns that reflect the data. The trends are maintained on a document in the ELL office. We also introduced a dual language survey last year in order to identify parents of ELLs and native English speakers who may be interested in participating in our program. This year, we additionally record parent's choices on ATS through the ELPC function.

6) Our student placement and program models are aligned with our family requests indicated on the parent selection forms. We are a small school and are consistently in contact with the families at home. Our families' needs are a priority at Grant Avenue. If a parent requests a change in placement with valid reason, we have honored that change. We set up meetings with the family and make decisions that reflect and consider the best program that will serve the child best according to his or her need. With the future in mind, we are always thinking of ways to balance our dual language students so that there is a more even ratio of native and non-native English speakers. This past school year, Ms. Akselrad designed a survey for new incoming parents that outlines the description of our dual language program and the explicit goals so that all parents have an opportunity to self select themselves as interested in placing their child in our dual language program. Parents are then contacted, we have a conversation about placement, and when appropriate, their children then join our dual language program. This survey has been a small initiative that has made a huge impact on addressing our dual language program demographics. Attention has been given to this issue and a solution is to learn from other program models in other public schools. We have been building a relationship with the nearby Rahael Hernandez Dual Language Magnet School, I.S. 218, so that we can draw on their successful model of instruction and incorporate best practices in our own program. This developing partnership was made possible because both schools, Grant Avenue Elementary School and the Raphael Hernandez Dual Language Magnet School have current BETLA teacher leaders (Ms. Akselrad at X449 and Ms. Roman at I.S. 218), are in close proximity, and both principals are dedicated to supporting the growth of our dual language programs. We have already begun the conversation among the teacher leaders and discussed it at the BETLA principals dinner. We are now scheduling visitations and observations of self contained dual language classrooms to further develop and improve our existing program models. Additionally, Grant Avenue Elementary School has started a new initiative this year, which includes the creation of a new inquiry team. This is known as the Dual Language Team that is engaged in important work developing our dual language program. This team includea our 3 Dual Language teachers in grades K-2 and our ESL teacher as well. We are collaboratively planning vertically so that teaching points, Teacher's College workshop model skills, CCSS, and NYSESLAT skills are transferable from grade to grade beginning with a solid foundation in Kindergarten. Grant Avenue is still a new school where we are always looking for opportunities and avenues of growth.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s): N/A
--	------	-----	-----------------------------------

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	11	17	14	0	0	0	0	0	0	0	0	0	0	42
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	6	9	9	6	0	0	0	0	0	0	0	0	0	30
Total	17	26	23	6	0	0	0	0	0	0	0	0	0	72

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	42	0	0	0	0	0	0	0	0	42
ESL	29	2	7	1	0	1	0	0	0	30
Total	71	2	7	1	0	1	0	0	0	72

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	11	12	17	8	14	5													42	25
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other				1															0	1
TOTAL	11	12	17	9	14	5	0	42	26											

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 42

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1
 Native American: 0

Asian: 0
 White (Non-Hispanic/Latino): 3

Hispanic/Latino: 37
 Other: 1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	5	4										17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	2	4	2										12
TOTAL	6	9	9	6	0	30								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Programming and Scheduling Information

Description of Program:

Grant Avenue Elementary School opened for the very first time in September 2009. It is a relatively new, small school with 301 students located in the Bronx, NY. It serves a total of seventy two English Language Learners (ELLs) in grades K-3. Our second language learners comprise 23.92% of the total student population. We follow a push in model of English as a Second Language (ESL). Forty two students are enrolled in our dual language, self-contained classrooms and thirty students receive ESL instruction in both the general and special education classrooms. Our demographics are diverse and include speakers of Spanish, French, Bengali, Bambara, Soninke, Twi, and Mandingo.

Our staff at Grant Avenue is multilingual and multi-cultural, which creates an environment where our ELLs feel comfortable 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 to provide extra support to our ELLs while meeting state mandated time requirements in order to enhance the four integrated 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 balanced literacy as taught through the workshop model of literacy while incorporating both New York State Standards as well as the Common Core State Standards, CCSS.

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. This year, we are reflecting CCSS directly in our instruction. We are demonstrating this by crafting rigorous performance tasks that focus on building arguments that are deeply supported by concrete evidence in the text as well as wide reading of informational texts, and developing tier II, academic vocabulary. At Grant Avenue Elementary School, we create an environment where students feel safe to take linguistic 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.

1a) Grant Avenue Elementary School follows a push-in model of ESL instruction. The students are highly engaged in small group ESL instruction. Ms. Akselrad often collaboratively plans and co-teaches lessons with the mainstream classroom teachers.

1b) Students are homogeneously grouped according to grade and heterogeneously grouped by proficiency levels that have been determined by scores from both the Lab-R and NYSESLAT. The ESL teacher, Rebecca Akselrad, pushes into the classrooms 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. The ESL teacher differentiates her instruction, has language buddy partnerships, and meets the needs of all her learners with ESL specific scaffolds, interventions, modifications, and strategy groups.

2) The organization of the staff ensures that our students are receiving the mandated amount of minutes. Our ESL teacher services our ESL students and the three certified dual language teachers service our dual language self-contained programs by providing native language support. The ESL schedule is made based on the data from NYSESLAT and LAB-R assessments. Attention is given to those who scored at beginner or intermediate levels because they need the most amount of support. The schedule reflects this concerted effort to help the lowest performing learners succeed.

At Grant Avenue, we have 1 Spanish speaking ESL teacher, 3 Spanish speaking bilingual teachers, 1 AIS teacher who speaks Bengali and provides native language support to our Bengali families. On site, we have many Spanish speaking educators including our school secretary who first receives our ELLs at registration, our guidance counselor, our school aids, and many of our classroom teachers also provide native language support when necessary, especially when communicating with families. Given our large Spanish speaking community at Grant Avenue Elementary School, it is very useful and effective to have so many Spanish speakers at school because the families feel welcomed and the curriculum is more accessible.

2a) As per CR Part 154, 360 minutes are delivered to beginner and intermediate ELLs and 180 minutes are delivered to advanced ELLs. This is evident in our ESL teacher's schedule. Our ESL teacher, Ms. Akselrad, pushes into each class and services her students appropriately in small groups. Ms. Akselrad services all her groups at least once (and sometimes more than once) every day of the school week. As an example of how Ms. Akselrad meets the required time allotted to her students, I will narrate the schedule of a beginner first grade student. Ms. Akselrad pushes into the first grade classroom on Monday 3rd period for fifty minutes during reading workshop. On Tuesday, Ms. Akselrad pushes into the first grade classroom 1st period for fifty minutes during advisory and again during 7th period math. On Wednesday, Ms. Akselrad pushes into the first grade classroom during 2nd period for fifty minutes during Reading Workshop and another fifty minutes during 7th period social studies. Ms. Akselrad pushes into the first grade classroom on Thursday for fifty minutes

A. Programming and Scheduling Information

during Writer's workshop. On Friday, Ms. Akselrad pushes into the first grade classroom during reader's workshop for fifty minutes and Family Friday's for an additional fifty minutes at the end of the day.

2b) CR-Part 154 indicates that dual language classes have an equal language distribution of 50 percent and 60-90 minutes per a day of native language arts support for beginner ELLs. This mandate is fulfilled because our dual language teacher's alternate language daily between English and Spanish so that there is an equal 50:50 distribution. The time block reserved for literacy instruction and native language arts instruction is 100 minutes daily. As previously stated, the language of instruction alternates every day but the 100 minutes include our reading and writing workshop that are each 50 minute time slots. Our dual language classes receive native language support from bilingual teachers who are certified to service the ELLs within thier classes. Our AIS teacher services our dual language class plus mainstream students and targets the lowest performing students with reading intervention strategies. Our SETTS teacher services some ELLs and provides extra support in literacy.

3) At Grant Avenue, best practices for ELLs are best practices for all of our students. 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 with Foundations. 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.

Throughout the year, we set small and large goals for our students and mark their progress in meeting those goals. 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. Each month, our ESL students are given an opportunity to show progress as they demonstrate their developmentally appropriate abilities through an on-demand writing piece that mirrors the structure of the writing section on the NYSESLAT.

During classroom 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 language objectives and the teachers use realia (real objects from the real world) and various scaffolds to provide a context and visual 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.

Furthermore, the ESL teacher provides content area support by teaching specific math vocabulary to help break down word problems, uses math word problems as shared readings, reads math related read alouds like "The Math Curse or Grapes of Math," encourages the use of math manipulatives, and makes real life connections to math when possible. Content areas are extremely thematic and the ESL teacher teaches the relevant thematic vocabulary to her ELLs. Ms. Akselrad, our ESL teacher creates many curricular units that are specific for ELLs that are based on the social studies curriculum and will continue to do so this year especially in support of CCSS and integrating informational texts that reflect the real world and our local communities. Ms. Akselrad also uses science to teach about question formation, the importance of setting research questions, testing smart quesses (making hypothesis), recording our observations on graphs or charts, and using language prompts like "I observe ...," "I notice ...," "My smart guess is....," "I think ... because ...". The content areas including Math, Science and Social Studies are extremely relevant to ESL and learning about the world around us so Ms. Akselrad incorporates these disciplines into her units of study.

At Grant Avenue, we believe students need to be engaged in their learning. In doing so, we use language games, reader's theatre, and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
language classrooms use these strong supports however, in the latter, there is an accommodation for the Spanish/ English languages of instruction.	100%	75%	50%
Our dual language classrooms engage in the same	75%	50%	25%
System, FOSS Science Curriculum. Content Areas are aligned with the 50:50 model and the language of instruction alternates daily. Our Everyday Math program is taught everyday 50:50	100%	75%	50%
	50%	25%	100%

A. Programming and Scheduling Information

available in each language (see answer 13b for more details). Content area vocabulary is taught thematically, content area read alouds are read, content area language prompts are given to encourage accountable talk in both languages. Many of the ESL content area supports are

B. Programming and Scheduling Information--Continued

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

B Programming and Scheduling Continued:

8) The targeted intervention services offered at Grant Avenue are Academic Intervention Services, AIS with Mr. Rahman, who helps push struggling readers up to grade level in small group instruction. We have ESL instruction across the content areas that give extra support for our ELLs to succeed in the mainstream curriculum. Our SETTTS teacher, Mr. Bein, supports our struggling readers as well in his pull-out program. We also offer an extended day program on Tuesday, Wednesday, and Thursday that consists of 2 days of extra literacy and 1 day of math instruction for an hour after school within a small group setting. The targeted students are identified based on the data for literacy and math. Our team of educators will analyze the data highlight the students who are performing below grade level. These struggling learners, receive extra support and interventions with the above teachers. Our team will address their needs based on their lowest performing skills, create goals to lift their levels of performance. Evidence of progress is always recorded. In the extreme case that interventions are not sufficient enough, a student may be referred to our Pupil Personnel Team that will then address the issues further and discuss referral options if appropriate. It is important to note that the small groups for AIS, ESL, and SETTTS, and extended day are flexible in that they change based on new data, new observations, new information, and evidence of progress. The hope is that the struggling learners (as identified by the data) will develop compensatory strategies and skills so that they can transition back into the mainstream classroom and outgrow the need for intervention services.

9) Three of our ELLs have reached proficiency levels on the NYSESLAT 2011 and two of our ELLs reached proficiency on the NYSESLAT 2010. We continually observe these students closely to ensure that they are performing well without mandated ESL. Former ELLs have been invited to our afterschool Title III program so to support their continued language development. Additionally, we send transition letters home to the families. We meet with the parents, classroom teachers, and ESL teacher to form action plans to make sure they are on grade level. We make follow up meetings at different times during the year to make sure the student is meeting the action plan goals. These action plans are individualized according to the specific child's needs. The ESL teacher communicates the NYSESLAT scores to both the families and classroom teacher. We analyze the strengths and areas that need improvement. The classroom teacher uses activities that will strengthen the areas that need improvement and incorporates activities that develop reading, writing, listening, and speaking in English. For the students who are transitioning into mainstream classes without ESL, we differentiate our instruction and writing paper. The children read appropriate texts and books on their "just right" level. The teacher might be asked to provide extra visuals, TPR, and repeat directions a different way so that the child can accurately understand what is being communicated. The transitioning child might receive a modified rubric for the unit of study. Our transitioning ELLs and former ELLs will receive appropriate test accommodations that including time and half or flexibility in location. The main focus is however, that every child receives what he or she needs and we offer the same supports to the transitioning child that we provide for every child. Lastly, our ESL teacher and AIS teacher will both help support them if they fall below the grade level benchmark.

10) This year we will offer more parent workshops and opportunities for family participation in events like our Multicultural Celebration. Additionally, we have started the very first dual language team where our language educators meet once a week to ensure vertical planning across the curriculum so that we can strengthen our dual language program. We will be implementing more intervisitations so that colleagues can learn through constructive feedback and from one another. We are also conducting more analysis of student work and reflecting CCSS in our instructional practice.

11) All programs remain in full effect including our title III program for ELLs entitled, The Little Society of Speakers. No programs will be

B. Programming and Scheduling Information--Continued

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

B Programming and Scheduling Continued:

8) The targeted intervention services offered at Grant Avenue are Academic Intervention Services, AIS with Mr. Rahman, who helps push struggling readers up to grade level in small group instruction. We have ESL instruction across the content areas that give extra support for our ELLs to succeed in the mainstream curriculum. Our SETTS teacher, Mr. Bein, supports our struggling readers as well in his pull-out program. We also offer an extended day program on Tuesday, Wednesday, and Thursday that consists of 2 days of extra literacy and 1 day of math instruction for an hour after school within a small group setting. The targeted students are identified based on the data for literacy and math. Our team of educators will analyze the data highlight the students who are performing below grade level. These struggling learners, receive extra support and interventions with the above teachers. Our team will address their needs based on their lowest performing skills, create goals to lift their levels of performance. Evidence of progress is always recorded. In the extreme case that interventions are not sufficient enough, a student may be referred to our Pupil Personal Team that will then address the issues further and discuss referral options if appropriate. It is important to note that the small groups for AIS, ESL, and SETTS, and extended day are flexible in that they change based on new data, new observations, new information, and evidence of progress. The hope is that the struggling learners (as identified by the data) will develop compensatory strategies and skills so that they can transition back into the mainstream classroom and outgrow the need for intervention services.

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11) All programs remain in full effect including our title III program for ELLs entitled, The Little Society of Speakers. No programs will be discontinued. Our school is expanding and growing not minimizing.

12) ELLs have equitable access to the curriculum and school community. They are fully integrated into our school and participate in all

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Dual Language Program:

- 1) The language of instruction for our dual language class is equally 50 % Spanish and 50% English and instruct in the appropriate language on alternating days of the week.
- 2) EPs and ELLs are integrated throughout the day and will continue to remain in the same class for the duration of their time at Grant Avenue. Content areas are taught 50/50 as well. 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.
- 3) The dual language teachers hold a bilingual certification and teach all disciplines in both Spanish and English. The languages are kept separate by alternating the pattern of English and Spanish. The children have become accustomed and know to expect a different language each day. Additionally, the language of each day is discussed during morning meeting when the teacher's convey the flow of the day.
- 4) We follow a dual language model of instruction where all content areas are taught in English and Spanish on alternating days of the week in the self contained classroom. Dual language structures, routines, groupings, assessments, workshops, family engagement, and best instructional practices are discussed at our dual language vertical planning team meetings. We are always striving for growth, progress, and improvement at the highest levels.
- 5) Emergent Literacy is taught simultaneously in both the native language and target language. The dual language teacher's teach the mainstream curriculum in both languages. They infuse extra language lessons and build vocabulary within each unit. The dual language teachers also make thoughtful groupings and partnerships based on data, proficiency levels, needs, and strengths to help support literacy development in both languages during strategy groups, and both reading and writing workshop. For example, an English dominant student would be paired with a Spanish dominant student so that there is a true language exchange that occurs in the classroom and that everyone is supporting each other's language growth.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1) Our ESL teacher, Ms. Akselrad, is a teacher-leader participating in a 2 year DOE scholarship of 15 credits in a program at Bank Street College known as BETLA, Bilingual/ ESL Teacher Leadership Academy. As part of the training, She is engaging in furthering her content specialty knowledge in ELL Literacy, curriculum development, data analysis, and how to facilitate professional learning communities so that she can turn key the information to other teachers and implement cutting edge, research based interventions directly in the classroom setting. Ms. Akselrad has also participated in a 4 part language series with our Network ELL Compliance and Performance Specialist, Vicky Armas, so to further learn how to build ELL capacity programs at our school. Ms. Akselrad also works closely with our TC staff developer, Rachel Rothman, so that she can turn key ELL supportive strategies to our classroom teachers during lab-site meetings. Ms. Akselrad attends workshops at Teacher's College that are specific to Best Practices for ELLs and small group instruction. Ms. Akselrad also attends other related ELL workshops sponsored by BETAC, TESOL, and NECTFL. Grant Avenue Elementary School is a place that supports close collaboration and drawing on the collective wisdom of its team. With this in mind, there are many forums that Ms. Akselrad can share her knowledge of ELLs with classroom teachers and families.

2) Grant Avenue currently serves grades K-3 and does not yet have to accommodate the transition from elementary to middle school and middle school to high school. We will help support our ELLs when the time is more appropriate.

We do, however, help our students transition from one grade level to the next. In order to help maintain a smooth transition, the teachers at Grant Avenue Elementary School write articulation cards that provide the next year's teacher with important information on each child like emergency contact numbers, student ID numbers, supports they receive, special services they receive like ESL, behavior plans, observations of the child, and comments that articulate motivations and successful practices that are effective with the child. Additionally, the cumulative records move to the next year's teacher and exemplary portfolio pieces also follow the child as well so that the child can start the following year right where he or she left off the previous year.

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3) All teachers attend professional development because we are lifelong learners. Our classroom teachers and ESL teacher all attend lab-sites to receive training from our staff developer, Rachel Rothman, on how to effectively implement Teacher's College reading and writing workshop. Our ESL teacher leads workshops for our team of educators on how best to serve our ELL population, and provide research based strategies to implement in the mainstream classroom to help differentiate our instruction. 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. Our school is trained by a staff developer from Morningside Center to assist in our advisory program, which teaches our students conflict resolution strategies, character education, and develops oral language skills. 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.

Our ESL teacher trains all staff that work with ELLs in best practices and state mandates. For example, as a team of educators, we dedicate a faculty meeting to reviewing the LAP. Together, we will understand how to read the RNMR and RLAT, ATS reports to analyze the data and understand the constituency and strengths of our ELLs. We will assign interventions and open the forum for collaboration among ELL service providers in light of newly understood proficiency levels. This happens during the summer retreat, during meetings at the beginning of the year, and several faculty meetings throughout the year. The ESL teacher also sets up a special, separate meeting with the school secretary and the parent coordinator because they play an integral role in the ELL identification process, registration, and family outreach. During this meeting we review the ELL checklist, which clarifies each step of ELL procedures. We do this in order to streamline, organize, explain, and delegate the roles of each player in the ELL identification process so that each step is carried out efficiently to ensure that we all meet the ELL mandates together as a team.

Additionally, two further structures are set in place to train all teacher's of ELLs. The first professional development structure takes place every Monday of our TITLE III afterschool program. The second structure includes the the creation of the Dual Language Team Vertical Planning where we align CCSS standards to our Teacher's College curriculum units, and strategize how to meet the language needs of the growing number of ELLs in our school. In both Title III and our Dual Language Team, we are drawing on current research to develop the strengths of our instruction and programs. Signed agendas and supporting documents that were given out at our professional development workshops and small group common team planning sessions are maintained in a binder located in our ESL office, room 118.

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

	Beginning	Intermediate	Advanced
E. Parental Involvement			
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<p>E. Parental and Community Involvement:</p> <p>1) 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. 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. The School Leadership Team, SLT, has dedicated one high quality goal towards family engagement and Grant Avenue educators have dedicated their action plans toward contributing their efforts to help meet this school wide goal. This year, we are measuring our families' in-school participation by a computerized photo identification system where families get a stamp on their "Grant Avenue Passport" when they participate in a school wide activity. There are rewards for active participation at various levels of achievement.</p> <p>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 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. Parents are invited to go to learn how to support their children's literacy by attending a family day at Teacher's College while learning about the Reading and Writing Workshop Model Strategies. Ms. Cherry takes the parents on various field trips to places like the Bronx Arts Museum. In the Spring, our parent coordinator and ESL teacher collaboratively plan our Multicultural Festival where we honor the families language and culture by sharing traditions and spicy food from their home country.</p> <p>Our school invites families to attend school wide picnics, assemblies, award ceremonies, and weekly Family Fridays where we play math games together and parents volunteer to do a 'read aloud' to the students from their favorite children's story. 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. There is a family link that specifically helps our families to reinforce the schoolwide core values that include safety, teamwork, persistent effort, honesty, and solving problems at home. Our guidance counselor, Ms. Yepes, is bilingual and works closely with the families to help support their children emotionally, socially, and academically. Ms. Yepes, Ms. Cherry, Ms. George (assistant principal), and our ESL teacher conduct many workshops with the families so that they build a toolbox of skills to support their children and implement at home. Ms. Yepes has a Spanish book club for parents and Ms. Akselrad, the ESL teacher, offers a Café con Leche, coffee and informal discussion. We also have parents that are parent actors in our theatre performances. We have a Learning Leaders initiative where parents are invited to be leaders in our school community. 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.</p> <p>2) Grant Avenue partners with community based organizations to provide outside services to our families. We are part of the Children's First Network, CFN 606. For example, we send our ELL parents who are interested in learning English to SOBRO and provide alternative sites like the local library Melrose Branch that are in our local neighborhood. We also have a free clinic we send our parents to when they need medical care. One goal of our family literacy and Parent Outreach team is to continually develop relationships with local community based organizations so to provide our families with a toolbox of resources so that they can receive the care they need to help themselves and their children, which will in turn improve their child’s focus and education.</p> <p>3) The needs of our parents are evaluated through surveys, a family notebook, PTA meetings, casual conversation with families, parent's voice and representation at our SLT meetings, and through our parent coordinator who continually assesses the needs of our families on a daily basis.</p> <p>4) Grant Avenue is dedicated to nurturing a partnership with our parents. Our principal and assistant principal, Mrs. Erat and Mrs. George, are focused on maintaining an open dialogue with families, mediation between teachers and parents for both positive and negative situations, and they have become increasingly creative in ways to draw in families and increase participation in our school. We have a family literacy and family outreach team that continually develops programs for our families. Our activities address the needs of our families because it is the needs that drive the themes of parent workshops, topics of discussion, PTA activities, art exhibitions, theatre productions, multicultural celebrations, and subsequent course of action in terms of the direction our school pursues. At Grant Avenue, the administration, teachers, and families are close partners, equally important educators, and inspiring role models in the lives of our students.</p>			

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

B Programming and Scheduling Continued:

8) The targeted intervention services offered at Grant Avenue are Academic Intervention Services, AIS with Mr. Rahman, who helps push struggling readers up to grade level in small group instruction. We have ESL instruction across the content areas that give extra support for our ELLs to succeed in the mainstream curriculum. Our SETTS teacher, Mr. Bein, supports our struggling readers as well in his pull-out program. We also offer an extended day program on Tuesday, Wednesday, and Thursday that consists of 2 days of extra literacy and 1 day of math instruction for an hour after school within a small group setting. The targeted students are identified based on the data for literacy and math. Our team of educators will analyze the data highlight the students who are performing below grade level. These struggling learners, receive extra support and interventions with the above teachers. Our team will address their needs based on their lowest

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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9) Three of our ELLs have reached proficiency levels on the NYSESLAT 2011 and two of our ELLs reached proficiency on the NYSESLAT 2010. We continually observe these students closely to ensure that they are performing well without mandated ESL. Former ELLs have been invited to our afterschool Title III program so to support their continued language development. Additionally, we send transition letters home to the families. We meet with the parents, classroom teachers, and ESL teacher to form action plans to make sure they are on grade level. We make follow up meetings at different times during the year to make sure the student is meeting the action plan goals. These action plans are individualized according to the specific child's needs. The ESL teacher communicates the NYSESLAT scores to both the families and classroom teacher. We analyze the strengths and areas that need improvement. The classroom teacher uses activities that will strengthen the areas that need improvement and incorporates activities that develop reading, writing, listening, and speaking in English. For the students who are transitioning into mainstream classes without ESL, we differentiate our instruction and writing paper. The children read appropriate texts and books on their "just right" level. The teacher might be asked to provide extra visuals, TPR, and repeat directions a different way so that the child can accurately understand what is being communicated. The transitioning child might receive a modified rubric for the unit of study. Our transitioning ELLs and former ELLs will receive appropriate test accommodations that including time and half or flexibility in location. The main focus is however, that every child receives what he or she needs and we offer the same supports to the transitioning child that we provide for every child. Lastly, our ESL teacher and AIS teacher will both help support them if they fall below the grade level benchmark.

10) This year we will offer more parent workshops and opportunities for family participation in events like our Multicultural Celebration. Additionally, we have started the very first dual language team where our language educators meet once a week to ensure vertical planning across the curriculum so that we can strengthen our dual language program. We will be implementing more intervisitations so that colleagues can learn through constructive feedback and from one another. We are also conducting more analysis of student work and reflecting CCSS in our instructional practice.

11) All programs remain in full effect including our title III program for ELLs entitled, The Little Society of Speakers. No programs will be discontinued. Our school is expanding and growing not minimizing.

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11) All programs remain in full effect including our title III program for ELLs entitled, The Little Society of Speakers. No programs will be discontinued. Our school is expanding and growing not minimizing.

12) ELLs have equitable access to the curriculum and school community. They are fully integrated into our school and participate in all

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Dual Language Program:

- 1) The language of instruction for our dual language class is equally 50 % Spanish and 50% English and instruct in the appropriate language on alternating days of the week.
- 2) EPs and ELLs are integrated throughout the day and will continue to remain in the same class for the duration of their time at Grant Avenue. Content areas are taught 50/50 as well. 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.
- 3) The dual language teachers hold a bilingual certification and teach all disciplines in both Spanish and English. The languages are kept separate by alternating the pattern of English and Spanish. The children have become accustomed and know to expect a different language each day. Additionally, the language of each day is discussed during morning meeting when the teacher's convey the flow of the day.
- 4) We follow a dual language model of instruction where all content areas are taught in English and Spanish on alternating days of the week in the self contained classroom. Dual language structures, routines, groupings, assessments, workshops, family engagement, and best instructional practices are discussed at our dual language vertical planning team meetings. We are always striving for growth, progress, and improvement at the highest levels.
- 5) Emergent Literacy is taught simultaneously in both the native language and target language. The dual language teacher's teach the mainstream curriculum in both languages. They infuse extra language lessons and build vocabulary within each unit. The dual language teachers also make thoughtful groupings and partnerships based on data, proficiency levels, needs, and strengths to help support literacy development in both languages during strategy groups, and both reading and writing workshop. For example, an English dominant student would be paired with a Spanish dominant student so that there is a true language exchange that occurs in the classroom and that everyone is supporting each other's language growth.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1) Our ESL teacher, Ms. Akselrad, is a teacher-leader participating in a 2 year DOE scholarship of 15 credits in a program at Bank Street College known as BETLA, Bilingual/ ESL Teacher Leadership Academy. As part of the training, She is engaging in furthering her content specialty knowledge in ELL Literacy, curriculum development, data analysis, and how to facilitate professional learning communities so that she can turn key the information to other teachers and implement cutting edge, research based interventions directly in the classroom setting. Ms. Akselrad has also participated in a 4 part language series with our Network ELL Compliance and Performance Specialist, Vicky Armas, so to further learn how to build ELL capacity programs at our school. Ms. Akselrad also works closely with our TC staff developer, Rachel Rothman, so that she can turn key ELL supportive strategies to our classroom teachers during lab-site meetings. Ms. Akselrad attends workshops at Teacher's College that are specific to Best Practices for ELLs and small group instruction. Ms. Akselrad also attends other related ELL workshops sponsored by BETAC, TESOL, and NECTFL. Grant Avenue Elementary School is a place that supports close collaboration and drawing on the collective wisdom of its team. With this in mind, there are many forums that Ms. Akselrad

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2) Grant Avenue currently serves grades K-3 and does not yet have to accommodate the transition from elementary to middle school and middle school to high school. We will help support our ELLs when the time is more appropriate.

We do, however, help our students transition from one grade level to the next. In order to help maintain a smooth transition, the teachers at Grant Avenue Elementary School write articulation cards that provide the next year's teacher with important information on each child like emergency contact numbers, student ID numbers, supports they receive, special services they receive like ESL, behavior plans, observations of the child, and comments that articulate motivations and successful practices that are effective with the child. Additionally, the cumulative records move to the next year's teacher and exemplary portfolio pieces also follow the child as well so that the child can start the following year right where he or she left off the previous year.

3) All teachers attend professional development because we are lifelong learners. Our classroom teachers and ESL teacher all attend lab-sites to receive training from our staff developer, Rachel Rothman, on how to effectively implement Teacher's College reading and writing workshop. Our ESL teacher leads workshops for our team of educators on how best to serve our ELL population, and provide research based strategies to implement in the mainstream classroom to help differentiate our instruction. 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. Our school is trained by a staff developer from Morningside Center to assist in our advisory program, which teaches our students conflict resolution strategies, character education, and develops oral language skills. 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.

Our ESL teacher trains all staff that work with ELLs in best practices and state mandates. For example, as a team of educators, we dedicate a faculty meeting to reviewing the LAP. Together, we will understand how to read the RNMR and RLAT, ATS reports to analyze the data and understand the constituency and strengths of our ELLs. We will assign interventions and open the forum for collaboration among ELL service providers in light of newly understood proficiency levels. This happens during the summer retreat, during meetings at the beginning of the year, and several faculty meetings throughout the year. The ESL teacher also sets up a special, separate meeting with the school secretary and the parent coordinator because they play an integral role in the ELL identification process, registration, and family outreach. During this meeting we review the ELL checklist, which clarifies each step of ELL procedures. We do this in order to streamline, organize, explain, and delegate the roles of each player in the ELL identification process so that each step is carried out efficiently to ensure that we all meet the ELL mandates together as a team.

Additionally, two further structures are set in place to train all teacher's of ELLs. The first professional development structure takes place every Monday of our TITLE III afterschool program. The second structure includes the the creation of the Dual Language Team Vertical Planning where we align CCSS standards to our Teacher's College curriculum units, and strategize how to meet the language needs of the growing number of ELLs in our school. In both Title III and our Dual Language Team, we are drawing on current research to develop the strengths of our instruction and programs. Signed agendas and supporting documents that were given out at our professional development workshops and small group common team planning sessions are maintained in a binder located in our ESL office, room 118.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

E. Parental and Community Involvement:

1) 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. 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. The School Leadership Team, SLT, has dedicated one high quality goal towards family engagement and Grant Avenue educators have dedicated their action plans toward contributing their efforts to help meet this school wide goal. This year, we are measuring our families' in-school participation by a computerized photo identification system where families get a stamp on their "Grant Avenue Passport" when they participate in a school wide activity. There are rewards for active participation at various levels of achievement.

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 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. Parents are invited to go to learn how to support their children's literacy by attending a family day at Teacher's College while learning about the Reading and Writing Workshop Model Strategies. Ms. Cherry takes the parents on various field trips to places like the Bronx Arts Museum. In the Spring, our parent coordinator and ESL teacher collaboratively plan our Multicultural Festival where we honor the families language and culture by sharing traditions and spicy food from their home country.

Our school invites families to attend school wide picnics, assemblies, award ceremonies, and weekly Family Fridays where we play math games together and parents volunteer to do a 'read aloud' to the students from their favorite children's story. 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. There is a family link that specifically helps our families to reinforce the schoolwide core values that include safety, teamwork, persistent effort, honesty, and solving problems at home. Our guidance counselor, Ms. Yepes, is bilingual and works closely with the families to help support their children emotionally, socially, and academically. Ms. Yepes, Ms. Cherry, Ms. George (assistant principal), and our ESL teacher conduct many workshops with the families so that they build a toolbox of skills to support their children and implement at home. Ms. Yepes has a Spanish book club for parents and Ms. Akselrad, the ESL teacher, offers a Café con Leche, coffee and informal discussion. We also have parents that are parent actors in our theatre performances. We have a Learning Leaders initiative where parents are invited to be leaders in our school community. 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.

2) Grant Avenue partners with community based organizations to provide outside services to our families. We are part of the Children's First Network, CFN 606. For example, we send our ELL parents who are interested in learning English to SOBRO and provide alternative sites like the local library Melrose Branch that are in our local neighborhood. We also have a free clinic we send our parents to when they need medical care. One goal of our family literacy and Parent Outreach team is to continually develop relationships with local community based organizations so to provide our families with a toolbox of resources so that they can receive the care they need to help themselves and their children, which will in turn improve their child's focus and education.

3) The needs of our parents are evaluated through surveys, a family notebook, PTA meetings, casual conversation with families, parent's voice and representation at our SLT meetings, and through our parent coordinator who continually assesses the needs of our families on a daily basis.

4) Grant Avenue is dedicated to nurturing a partnership with our parents. Our principal and assistant principal, Mrs. Erat and Mrs. George, are focused on maintaining an open dialogue with families, mediation between teachers and parents for both positive and negative situations, and they have become increasingly creative in ways to draw in families and increase participation in our school. We have a family literacy and family outreach team that continually develops programs for our families. Our activities address the needs of our families because it is the needs that drive the themes of parent workshops, topics of discussion, PTA activities, art exhibitions, theatre productions, multicultural celebrations, and subsequent course of action in terms of the direction our school pursues. At Grant Avenue, the administration, teachers, and families are close partners, equally important educators, and inspiring role models in the lives of our students.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	18	3	2										28
Intermediate(I)	4	6	12	3										25
Advanced (A)	8	2	8	1										19
Total	17	26	23	6	0	0	0	0	0	0	0	0	0	72

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	0									
	I	0	8	4	0									
	A	0	8	11	3									
	P	0	6	6	1									
READING/ WRITING	B	0	16	3	1									
	I	0	6	11	3									
	A	0	1	8	0									
	P	0	0	0	0									

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

1) Assessments:

Our students are assessed formally through Teachers College's running records and our dual language programs use both an equivalent Spanish running record as well as EL SOL. ELLs take the LAB-R, Spanish LAB, NYSESLAT, and produce on-demand writing samples periodically. Our ELLs have an ESL specific portfolio. Our dual language program and mainstream classrooms informally assess through observations and conferences. All students have literacy and Math portfolios with rubrics and project-based assessments that grow with them each year to mark progress across disciplines, areas of improvement, and notable strengths.

2) Analysis of Assessment Data based on LAB-R and NYSESLAT:

At Grant Avenue Elementary School our instruction reflects the results of testing data. The data from the NYSELAT and 2011 LAB-R scores reveal that our communicative competence is strong in Listening and Speaking (BICS) but we need to improve our literacy skills in reading and writing (CALPS). This is evident because 41 students scored less than 15 points in reading while 5 students scored less than 15 on writing and 2 students were equally low in reading and writing. According to the data results, 16 students went up a level and 8 stayed at the same level while 3 students scored proficient across all modalities. Over half of the 2011 test takers made their annual measurable achievable objectives totalling 29 students and 59.2% of our ELL population. According to the results of the Lab-R and NYSESLAT for grades k-3, 28 students scored beginner, 25 students scored intermediate, and 19 scored advanced in the target language, English. If the data is broken down further, 4.8% of our total ELL population are beginner English listeners and speakers. 24.49% of our total ELL population are intermediate English listeners and speakers. 44.9% of our total ELLs K-3 are advanced English listeners and speakers. 26.5% of our total population of test takers are proficient in the combined listening and speaking modalities. By contrast, 40.8% of our total ELLs K-3 are beginner readers and writers of English. 40.8% of our total ELLs are intermediate readers and writers. 18.4% of our total ELLs are proficient readers and writers of English. This data suggests that about 45% of our ELLs are in grave danger of not meeting grade level benchmarks/ standards that are appropriate for their grade level in reading and writing. Therefore the pattern of lower literacy skills will be the focus of the current school year 2011-2012. we are hoping that by anticipating the reality we can address the problem by teaching the skills and strategies they need in order to achieve progress and overcome the low reading levels with action. We have determined that our ELLs can communicate with more ease and we have identified a dominant area of serious need, English literacy, as our highest concentration of focus for future instruction to advance English proficiency and advance NYSESLAT results on the whole.

3) The NYSESLAT patterns encourage us to continue what is currently working to develop oral language skills like during literacy center time or when students are working in partners/ group work at different points during the school day. However, based on the data, we must respond to the data analysis and strengthen our weakest readers and writers from multiple perspectives. One approach is to address reading difficulties during reading and writing workshop, word work, guided reading strategy groups, and after school for an hour during extended day in small groups. Our children and educators are working together to advance our struggling ELLs in English and encouraging the use of successful strategies during reading and writing workshop. We will set individual goals for each student. We have identified several target

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:

Grant Avenue Elementary School

School DBN: 09X449

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristin Erat	Principal		10/14/11
Asalmah George	Assistant Principal		10/14/11
Lisa Cherry	Parent Coordinator		10/14/11
Rebecca Akselrad	ESL Teacher		10/14/11
Deborah Harrison	Parent		10/14/11
Mencia Feliz	Teacher/Subject Area		10/14/11
Daniele Andrade	Teacher/Subject Area		10/14/11
N/A	Coach		10/14/11
N/A	Coach		10/14/11
Jennifer Yepes	Guidance Counselor		10/14/11
Petrina Palazzo	Network Leader		10/14/11
M.D. Rahman	Other <u>AIS</u>		10/14/11
Elba Riley	Other <u>Dual Language, K</u>		10/14/11
Joshua Bein	Other <u>SETTS</u>		10/14/11
	Other		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X449 **School Name:** Grant Avenue Elementary School

Cluster: DSSI Cluster 6 **Network:** CFN 606

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.

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. To assess and identify the home languages of our school community and the needs of our families we use the information from 3 sources. These sources include part 3, questions 1 and 2, of the Home Language Identification Survey (HLIS), the language preference for written and oral communication indicated on the front of the emergency blue cards, and ATS reports (RHLA, RPOB, RADP). Copies of the HLIS are maintained in the ESL administrative binder and originals are placed in the student's cumulative file. Three copies of updated blue cards are maintained in the school (one copy for the teacher, one copy for a blue card file box, and a third copy is in the schoolwide emergency card administrative binder located in the main office). ATS reports related to language needs are maintained in the ESL administrative binder in the ESL office, room 118. The school community has access to this information so that each educator, administrator, school personnel, guidance counselor, and parent coordinator can accurately identify which families need translation and interpretation services.

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 use these services during parent teacher conferences and to translate all critical documents regarding registration, emergency contact information card, discipline, safety, health, ELL program selection, Special Education program placement, and report cards are translated into Spanish and English. 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 we are able to provide on site oral and written translations in Spanish, Bengali, and French during parent workshops, parent meetings, phone conversations, and during individual conferences with families. Our parent coordinator, Mrs. Cherry, conducts a family survey to help identify and meet the language needs of our families. At Grant Avenue Elementary School, equity and equality in any and all languages

is important so that are 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 RHLA report indicates that we have 4 families that speak Bambara, 2 families that speak Bengali, 167 families that speak English, 2 families that speak French, 1 family that speaks Fulani, 1 family that speaks GA, 8 families that speak Mandingo, 2 families that speak Soninke, 109 families that speak Spanish, and 10 families that speak Twi. The RPOB ATS report indicates which specific families we need to target in order to meet their language needs. From this data, it is evident that Spanish is the most dominant language but we make an effort to respond to all our families especially to each of the 9 covered languages that are indicated in CR A-663. The major findings of our school wide translation and interpretation needs assessment reveal that our Spanish speaking families request that communication with staff and information to be sent home be in Spanish, which we have honored. Our Bengali families have requested that Mr. Rahman, our academic intervention specialist, supports them during family workshops and individual meetings because he 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 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 in the greater community and have a clear understanding of their child's progress as a result of receiving an in depth explanation in their native language. We provide a translation of the written materials, resources, letters home, and critical documents in Spanish and English (also available in other languages upon request). We have identified a number of teachers who are capable of conducting accurate translations for our families. Our multilingual staff therefore does the majority of oral and written translations because they are both sensitive to the family's cultural needs and are immediately available. We also regularly use the NYC DOE Translation and Interpretation Unit as well especially for critical documents that are distributed school wide and when we are

trying to communicate with a family who speaks a more rare or uncommon language.

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

At Grant Avenue, our families can access several point people who speak their native languages including the school secretary, guidance counselor, ESL teacher, AIS teacher, school aids, and many classroom teachers. The faculty offers and the families can always ask for oral translations. Our school community makes use of the Oral Translation Unit by phone, which is sponsored by the Department of Education. Our in house Spanish, Bengali, and French speakers are readily available to make phone calls home to families, facilitate conversation during conferences, meetings, and workshops, or to simply help check in with families at dismissal.

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>.

As per Section VII of the Chancellor's Regulations A-663, Grant Avenue makes a concerted effort to provide oral and written translation for the purpose of engaging families in their child's education and the school community. We do this by offering orientations, PTA meetings, parent meetings, faculty conferences, workshops, and other learning opportunities in Spanish and English. Our registration packets and critical documents pertaining to safety, health, rules, admission, discipline, academic standards, student progress, report cards, placement in special education, and school wide CEP goals are translated and communicated in Spanish and English. As per section VII, we have downloaded (from the DOE website), printed, and displayed the following documents in a prominent location in the main office. These documents include the Bill of Parent Rights and Responsibilities, Grant Avenue Elementary School brochure, DOE parent's guide indicating the specific expectations for each grade level, and multiple signs in a variety of languages such as "welcome parents", "language identification card", "availability of interpretation and translation services", and that the parent should "seek a staff member to direct them to translation and interpretation services". The aforementioned documents are posted near the school's entrance/security desk, in the main office and outside the parent coordinator's door. The parent can request a copy of our school's safety plan and they are made aware of their right to interpretation services from day one at registration and during family orientations. Letters home are translated in house by bilingual staff who are fluent in Bengali, Spanish, and French or by the Language translation unit services. All documents, interviews, and EPIC videos regarding our English Language Learners are available in a variety of home languages. Additionally, we annually honor our families' diverse home cultures and home languages in our Multicultural Celebration. Lastly, families, students, administrators, educators, and supporting staff have access to oral and

written translation services through the use of the DOE sponsored Translation and Interpretation Unit who will facilitate communication in a variety of languages in response to a request and need.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Grant Avenue Elementary School	DBN: 09X449
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Description of the Program:

Grant Avenue Elementary School is in its third year of operation. We serve 72 English Language Learners (ELLs), which is 23.92% of our total population of students. Our Title III program is entitled the Little Society of Speakers (LSOS) because each ELL in Title III is a developing English speaker and a member of our Grant Avenue language learning community. Our program is an intensive 6-week afterschool program on Tuesdays, Wednesdays, and Thursdays following extended day focusing on reading, writing, listening, and speaking in English.

Our Title III LSOS program has the following five components: 1) Professional Development 2) Rigorous literacy instruction with informational texts 3) NYSESLAT Preparation 4) Technology 5) Family English Literacy and Family Engagement. In Title III LSOS, we engage in a dynamic, balanced literacy curriculum called, AWARD Interactive Reading. We follow a collaborative co-teaching model of instruction where each team teaching pair has one ESL or Bilingual certified teacher matched with a general education teacher. Our ELLs are placed in small groups based on the data related to their English proficiency levels and reading levels. Each student produces a portfolio of work that marks measurable progress in a short amount of time (6 weeks). Our Title III LSOS program is committed to providing high quality English instruction and an academic safety net for all our English language learners.

Rationale:

Our Title III LSOS program originates from the identified needs of our children and families. The first identified need is that many of our ELLs are performing at lower reading levels and are consequently performing below grade level. The NYSESLAT results are consistent with this data by showing that our students are stronger in communicative competence (BICS) and need extra support in reading and writing (CALPS). The Title III program is a direct response to this need by providing intensive literacy instruction for our ELLs. The second need is identified from family needs analysis surveys given by our parent coordinator and individual conversations with our families during EPIC orientations and Parent-teacher conferences. This need is that our families want to advance their own English skills and want more opportunities to participate in their child's education. Our Title III LSOS program reflects these needs.

The Explicit Goals of the Grant Avenue Little Society of Speakers:

- Achieve proficiency in English: Read, Write, Listen, and Speak English with ease at school, at home, and in your community
- Strengthen literacy habits and apply reading strategies
- Create a portfolio of high quality work that demonstrates measurable progress
- Support ELLs, ELLSWD, and former ELLs outside of our dual language and mainstream classrooms with high academic rigor and intensive literacy instruction that will help push them to meet the standards and reach grade level.
- Boost reading levels
- Develop personal strengths as a reader, writer, and speaker of English
- Prepare for the NYSESLAT (New York State mandated English proficiency exam)

Part B: Direct Instruction Supplemental Program Information

- Build self-esteem and self confidence in English
- Welcome families, open our doors to our families, build family connections, solidify our partnership and commitment to their child's education
- Encourage reading at home.
- Encourage parents to spend quality time engaging their children in conversation and giving their full attention to their children
- Create a forum for parents and children to learn English together
- Discover the joy of reading and learning in a safe, supportive environment

Subgroups and grade levels of students to be served:

Our Title III program, LSOS, serves ELLs in grades 1-3. We invite ELLs and their families to participate from our ESL classes, dual language classes, and special education classes. We also invite former ELLs as an additional support for their continued language growth. The students will be homogenously classified into small, flexible groups by literacy and English proficiency needs.

Schedule and duration:

Our Title III program, LSOS, is a 6-week after school program in March and April of 2012. Our ELLs attend our program on Tuesday, Wednesday, and Thursday afternoons from 3:15 p.m. – 4:15 p.m. following Extended Day. One hour each day during Title III LSOS is dedicated to intensive literacy instruction using AWARD Interactive Reading resources. The families of our ELLs are invited to join their children in the learning process and take part in all activities on each Thursday afternoon of our program. Mondays are reserved for Title III LSOS educators to collaboratively plan and analyze student work. This time will also be used for professional development and collaborative inquiry based work where we learn about best practices to implement with ELLs. Our Title III LSOS team of educators have built in time on Mondays to ensure collaboration, teamwork, and to set goals for both the students and families.

Language of instruction: The primary language of instruction is English but we provide native language support in Spanish as needed.

Number and types of certified teachers:

A total of four educators will be teaching in our Title III program, LSOS. Our ESL teacher, Ms. Akselrad, will be our Title III LSOS coordinator. There will be 1 New York State certified ESL teacher, Ms. Akselrad, 1 New York State Bilingual teacher, and 2 New York State certified general education teachers who will help support our ELLs. We follow a collaborative team teaching model of language instruction and each team teaching pair has one ESL or bilingual teacher.

Types of materials:

In light of the Common Core State Standards (CCSS) and the NYSESLAT, our instructional materials focus on informational texts and building academic vocabulary. The program we have selected to use is AWARD Interactive Reading because it is a developmentally appropriate, balanced literacy curriculum. It naturally provides many scaffolds and supports for ELLs including word-picture cards, songs, rhymes, TPR, phonics component, fluency-building reader's theatre, interactive grammar games, task cards, multiple forms of assessment, and interactive technology. The interactive technology is a series of non-fiction shared readings that we project onto a big screen. The non-fiction shared readings highlight text features, adding details, and learning new facts. We begin each day of the Title III program, LSOS, with a non-fiction, interactive shared reading.

Title III LSOS Routines:

Mondays are reserved for professional development for all Title III LSOS educators. On Tuesday, we will do a first exposure to the shared reading with the whole class. We notice the text features of non-fiction

Part B: Direct Instruction Supplemental Program Information

and we will spend the remaining time teaching related vocabulary with a focus on tier II words. On Wednesday, we will do a second reading of the shared reading informational text and click on the AWARD buttons that add more details to the story. Then, we will break up into small, guided reading groups (groupings are formed based on both reading and NYSESLAT data) and target specific strategies or skills that will help boost knowledge of vocabulary, decoding, and comprehension. The most advanced ELLs engage in literacy circles and book clubs where each student has an assigned role and a guide for encouraging accountable talk. On Thursday, the families join LSOS and the students read the informational text to their families. We engage in an interactive family project and share our learning from the week in a performance related to the weekly theme where we build confidence as 'Little Speakers' of English.

Analysis and Assessment:

- Our team of educators will analyze NYSESLAT scores and develop action plans and goals for our students
- Analyze student work and writing samples at various points during the program
- Ongoing observations and feedback between teachers, students, and families
- AWARD Reading has built in assessments that will be administered to mark progress throughout the Title III program
- Compare baseline reading data with reading data after the program ends
- Culminating Portfolio

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale:

The professional development piece of Title III LSOS is critical to the success of the program because it fosters collaboration, teamwork, and setting individualized goals for students, families, and the program as a whole to ensure that our ELLs are receiving high quality instruction. The Title III LSOS professional development is a built-in structure that prepares our educators for the important work they do during the program by providing the educators with a toolkit of resources that will help them scaffold their instruction and meet the needs of our ELLs. Together, we shape the Title III program by making collaborative decisions that will positively impact both our students' and families' language learning experience.

Teachers To Receive Training:

ESL Teacher Ms. Akselrad, Second Grade Dual Language Teacher Ms. Andrade, two other general education educators, and an F-status bilingual educator who will further support our ELLs during our Title III program with small group intervention.

Part C: Professional Development

Schedule and duration:

Our professional development occurs from 2:30 p.m. to 3:30 p.m. every Monday of Title III LSOS. There are 2 longer 2-hour sessions before Title III LSOS begins to build our team, set educator expectations, analyze data, make small groups, and share best practices for ELLs. There are six 1-hour sessions during Title III LSOS to refine our practice and collaboratively plan our lessons. Then, there is one 1 hour post meeting for critical reflections on the successes of Title III LSOS and plan next steps for our 2013 program.

Topics to be covered:

The topics to be covered during our Monday planning time include data analysis, CCSS language standards, differentiation for ELLs, reading strategies, academic vocabulary, language frames and accountable talk, ELL chants and songs, language games, student work analysis protocols, ELL reading and writing rubrics. On our built in planning day (Monday), the team of educators will be reading and discussing selected chapters from 4 texts: 1) Balancing Reading and Language Learning: A Resource for Teaching English Language Learners, K-5, Mary Cappellini 2) When Kids Can't Read: What Teacher's Can Do, Kayleen Beers' 3) Balanced Literacy for English Language Learner's K-2, Chen and Mora Flores 4) Differentiated Early Literacy for English Language Learners: Practical Strategies, Boyd-Batstone. Additionally, we will select reading goals from the guided reading section of The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support for Grades K-8, Fountas and Pinnell.

Name of Professional Development Providers:

Our ELL Coordinator, Ms. Akselrad, will provide all professional development workshops for our Title III LSOS educators to enhance their knowledge of best practices and research based, effective strategies for ELLs. Additionally, our AWARD Interactive Reading professional development consultant, Ms. Minaya, will collaboratively present with Ms. Akselrad on elements of balanced literacy, model lessons, and familiarize our teachers with the AWARD Curriculum.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Family Engagement:

Rationale:

Family outreach and family literacy is important because it strengthens the home-school connection and it builds a partnership between both constituencies who share common goals and high expectations for their children's academic success. A unique feature of Title III LSOS is that the families are invited into the classrooms to learn English with their children, read with their children, and engage in conversation with their children. We will be teaching strategies that can be practiced at home to reinforce literacy habits in order to help our families help their children reach high levels of success in English. Through

Part D: Parental Engagement Activities

surveys and conversations, our families have expressed that they want to advance their own communication skills in English because they need it for survival, work, everyday interactions with their communities, and to help their children with their homework. Our program simultaneously helps parents and students learn English together side by side so that hopefully the literacy habit and strategies can be transferred and reproduced at home.

Schedule and Duration:

Families are invited to actively participate in Title III LSOS every Thursday afternoon for the duration of our 6-week program.

Topics to be covered:

The topics to be covered connect to the selected text of the week. Our weekly themes are centered on some aspect of families. This is evident by some of the AWARD Interactive shared reading titles like Our Home, Taking Turns, Mommy and Daddy. Every week, we have a project that promotes family engagement and sharing of learning.

Name of Providers: All Title III LSOS educators including our ESL teacher Ms. Akselrad, our second grade Dual Language teacher Ms. Andrade, and two other general education educators.

How will parents be notified of these activities?

Families are notified of these activities from the outset when we send home Title III LSOS invitation letters and permission slips, families receive written notification, and weekly phone calls home. All communication, oral and written, is translated into the appropriate home languages.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

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) <ul style="list-style-type: none"> Per session Per diem 	<u>\$8,830.00</u>	Per session \$41.98 (4 teachers x 29 hours including PD = \$4,872) and 13 days per diem F-status
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$0.00</u>	All high quality professional development is conducted in house drawing from the collective wisdom of the language team.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	<u>\$2,370.00</u>	AWARD Interactive Reading Third Grade Curriculum

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	<u>\$0.00</u>	<u>N/A</u>
Travel	<u>\$0.00</u>	<u>N/A</u>
Other		
TOTAL	<u>\$11,200</u>	