

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09X449

School Name:

GRANT AVENUE ELEMENTARY SCHOOL

Principal:

KRISTIN ERAT

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: ELEMENTARY School Number (DBN): 09X449
School Type: PUBLIC Grades Served: PK-5
School Address: 250 EAST 164TH STREET BRONX, NY 10456
Phone Number: 718-681-6288 Fax: 718-681-6687
School Contact Person: KRISTIN ERAT Email Address: KERAT@SCHOOLS.NYC.GOV
Principal: KRISTIN ERAT
UFT Chapter Leader: MD RAHMAN
Parents' Association President: MAMOUNATA BADALA
SLT Chairperson: REBECCA AKSELRAD
Student Representative(s): _____

District Information

District: 09 Superintendent: LETICIA ROSARIO
Superintendent's Office Address: 450 ST. PAUL'S PLACE BRONX, NY 10456
Superintendent's Email Address: LROSARIO2@SCHOOLS.NYC.GOV
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 6 Cluster Leader: JOSE RUIZ
Network Number: 606 Network Leader: PETRINA PALAZZO

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
KRISTIN ERAT	*Principal or Designee	
MD RAHMAN	*UFT Chapter Leader or Designee	
MAMOUNATA BADALA	*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	
REBECCA AKSELRAD	Member/ TEACHER	
ALYSSA TRAMULTOLA	Member/ TEACHER	
ASALMAH GEORGE	Member/ AP	
NYREE KEITH	Member/ DEAN OF SCHOOL CULTURE	
CHRISTINE CASTANO	Member/ PARENT	
CYNTHIA PENDLETON BAILEY	Member/ PARENT	
PATRICIA ACUNA	Member/ PARENT	
MARTINIQUE ACEVEDO	Member/ PARENT	
CRYSTAL RIVERA	Member/ PARENT	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Grant Avenue is an elementary school located near Yankee Stadium in the Bronx. We opened in 2009 School and are located in the 166 campus which contains 3 schools. We have 475 students in PreK-5th grade.

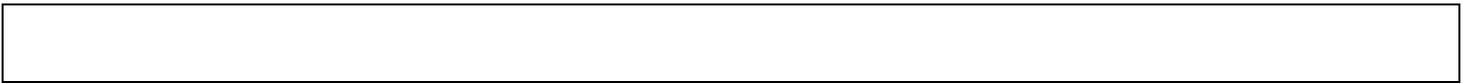
Our educators collaboratively created our school mission: “In the Grant Avenue Elementary School Community, all people are valued: we each have strengths, goals, responsibilities, and a voice. Students, families, and educators share enthusiasm and joy for learning. Lessons are meaningful, problem-centered,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

Our academic curriculum and school activities are planned with the success of each child in mind. We are a Teachers College Reading and Writing Project school. Our classroom teachers work closely with our TC Staff Developers, Administration, Grade Leaders, and Lead Teachers to share best instructional practices and ensure that our students are not only meeting, but exceeding NYS Standards. Our ESL and AIS programs create data-informed scaffolds to support our English Language Learners and students who benefit from small group instruction that is targeted to their individual needs. Our robust Specialty program engages students with rich arts and content-area experiences in visual arts, dance, music, physical education, wellness, science and social studies. Students investigate and explore Mathematics and Science using Go Math and FOSS lessons. Units of Study in Social Studies focus on project-based learning about our community, our neighborhood, our families, our city, our county, and our world.

Collaboration with families is a priority for us as we know that the home/school partnership is essential for the success of our students. Every Friday is dedicated to “Family Fridays” when families are invited into our classrooms to engage in academic activities with their children, to Our Parent Coordinator, Guidance Counselor, Dean of School Culture, and administration host Parent Workshops on topics such as Getting to Know the Common Core, Forming Study Habits and Homework Routines, and Rally Against Bullying. Classroom teachers invite families to celebrate our young writers for “Publishing Parties” and other classroom celebrations. Each Parent Teacher Conference we are proud have well over 90% of our families in for important conversations about academic performance and progress.

Grant Avenue Elementary School recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. We are committed to the well-being of the “whole child” and support our students through our unique Core Values program. During weekly Core Values periods, classes explore topics through children’s literature including: building community, being team members, telling the truth, making problems smaller, staying safe, and never giving up. We also have a full time Guidance Counselor and Dean of School Culture on staff to support our students, teachers, and families in developing our students as strong and confident members of our school community.

Our CEP goals are aligned with the challenges that we face together as a school community. We are not satisfied with student performance on New York State Assessments. We strive to ensure that our students are strong readers, writers, and mathematicians and that the work in our classrooms (PreK-5) translates into improved outcomes on State Assessments. Attendance is also a challenge area for us – we struggle to exceed 93% attendance and are addressing this challenge area via our goals in the areas of Supportive School Environment and Strong Family-Community ties. The entire school community is invested in working together to bring our school mission to life each and every day at Grant Avenue Elementary School.



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

We fell short of our goal for the 2013-2014 school year as measured against CCLS-aligned Fountas and Pinnell Reading Benchmarks and the New York State Assessments of our Third, Fourth, and Fifth Grade Students. 8% of our Third Grade students achieved a Level 3 or 4 on the 2014 New York State ELA Exam. 7% of our Fourth Grade students achieved a Level 3 or 4 on the 2014 New York State ELA Exam, and 12% of our Fifth Grade students achieved a Level 3 or 4 on the 2014 New York State ELA Exam. According to our Elementary School Quality Snapshot, 8% of our student met State standards on the State English test.

Our school community knows that a solid literacy foundation is critical to student success. In order to demonstrate proficiency on the State test, students need to be meeting grade-level reading benchmarks from Kindergarten to Fifth Grade. 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 and increase parental involvement in this area.

NYSESLAT data and Quality Review feedback also helped inform our decision-making around establishing this goal, and action plan, aligned with our instructional focus. NYSESLAT data revealed that our ELLs had stronger results in Reading (37% proficiency) and Writing (37% proficiency) versus Listening (15% proficiency) and Speaking (19% proficiency) This data helped us craft our Instructional focus (see below) in order to grow listening in speaking skills that will also transfer to progress in reading and writing.

According to our Quality Review, we are Proficient in 1.1 and we are working on further developing our work in aligning instruction to the CCLS and consistently emphasizing higher order thinking skills across the grades for all students.

Our instructional focus was developed in response to our State Reading Data, our NYSESLAT data, and our Quality Review Feedback. This instructional focus aligns with the goal that follows which emphasizes instruction that centers on Student Engagement in order to improve student outcomes in literacy.

Grant Avenue Elementary’s Instructional Focus:

We use evidence to support arguments in discussion in all content areas, resulting in stronger discussion and writing. This will develop our communication and collaboration skills necessary for college and career readiness.

Students will...

Make their thinking strong and visible in conversation with peers, in conferences with teachers, and in their writing.

Teachers will..

Strategically plan opportunities for this work, balancing teacher talk and student discussion. We will build student capacity through scaffolds such as language frames and clear modeling of how arguments can be strengthened with evidence.

Administrators will...

Study best practices and support student and adult learning. We will provide actionable feedback and opportunities for

collaborative study and planning for refining environmental supports and pedagogical decisions in service of cohesive school-wide practices aligned with our instructional focus.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will improve literacy instruction with a focus on Student Engagement in each and every reading and writing workshop, resulting in improved student outcomes.

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

- Kindergarten – Reading Level D
- First Grade - Reading Level I
- Second Grade - Reading Level L
- Third Grade – Reading Level P
- Fourth Grade – Reading Level R
- Fifth Grade – Reading level V

By June 2015, 5% more of our third, fourth, and fifth graders will achieve a level 3 or higher on the English Language Arts State Assessment as measured against the District 09 average.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>We focus our professional development on using data to drive instruction in all reading and writing workshops. This year as a school community we are focusing on Danielson Component 3c, explicitly planning instructional outcomes that challenge student thinking and invite students to make their thinking visible.</p> <p>Professional development takes place during Monday PD sessions, full day Professional Development Seminars such as on Election Day and, in weekly grade meetings, and via coaching sessions with staff developers and lead teachers.</p> <p>All of our units of study are aligned with Common Core Learning standards with a focus on key nonfiction standards. All teams are engaged in administering baseline assessments for each unit, analyzing results of these assessments, designing targeted units of study based on analysis of student need, and administering final performance tasks to measure growth and establish any strategy groups which may require follow up</p>	All students	September-June Literacy data is collected on a school-wide level in September, November	Administration, Grade Leaders, TCRWP Staff Developers, Lead Teachers:

pertaining to the key standards.

Each and every week, our grade teams meet to plan lessons and units of study. The teams work 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. Teachers share information and resources from these seminars during grade and faculty meetings

Professional development centers around elements of Component 3c:

1. Depth Over Breadth (Activities and Assignments)	<ul style="list-style-type: none"> • Set priority skills within unit/bend • Students doing the work of a skill and explaining their strategies • More purposeful and precise prompts to do the work of these skills • Repeated work with priority skills (different strategies, methods, repertoire)
2. Grouping Students	<ul style="list-style-type: none"> • Analyzing data to determine priority skills for individuals and groups of students • Differentiated instruction – strategy groups and guided reading • Flexible grouping
3. Instructional Materials and Resources	<ul style="list-style-type: none"> • Readers matched to texts • Demonstration and active engagement materials match readers • Paper choice matches level of writers • Writing about reading materials match to readers • Scaffolds that are meant to be lifted (e.g. graphic organizers not whole class and not forever) • Read alouds (also shared reading/close reading) that allow for practice of priority goals AND opportunities for teaching of secondary goals • Differentiated checklists • Tactile resources/tools (body – using fingers or gestures to carry out strategies; manipulatives)
4. Structure and Pacing	<ul style="list-style-type: none"> • Unit pacing that reflects priority goals/skills and is responsive to the learners (Responsive Fridays) • Architecture of a minilesson 7-12 minutes • Demonstrations and mid workshop interruptions are tightly aligned to the teaching point and show teacher being engaged in learning, too (the voice, body language, expressions) • Pacing of a workshop to include ample time for independent practice and a sense of urgency • Pacing in small groups to provide opportunities for active practice

We conduct five complete cycles of professional development with our Teachers College

ber,
Januar
y,
March,
May
and
June.

<p>Reading and Writing Project Staff Developers, Rachel Rothman and Alissa Levy. 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 and Alissa 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. For the past two years, we have two lead teachers, Christyn Knecht and Angie Anderton who are coaching our teachers, developing their instructional practices in literacy. As lead teachers, half of their day is spent developing a targeted group of staff members and their classroom also serves as an ongoing model classroom. Our assistant principal, Asalmah George, and the principal, Kristin Erat, participate in the labsites and have a dedicated time to meet with Rachel and Alissa and our lead teachers. 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.</p>			
<p>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 8-week afterschool program on Wednesdays and Thursdays from 2:30 pm to 3:45 pm 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.</p> <p>In Title III LSOS, we engage in a dynamic, balanced literacy curriculum called, AWARD Interactive Reading (curriculum for grades 2 and 3). This year we will also be using units of study from Strategic Education Research Partnerships' program called Word Generation (curriculum for grades 4 and 5).</p> <p>We will be engaging in collaborative conversations about texts that cover content on controversial topics and current events that merit debate. The end culminating product will be a Data based Debate where members of our Little Society of Speakers are speaking with confidence, citing evidence from rigorous content, and using academic vocabulary from texts in conversation. The first month of Title III will be spent gathering data and information on the topic and the second month will be spent crafting a tight, organized argument that will be shared in the format of a debate. In Title III, 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 English proficiency and reading levels. Each student produces a portfolio of work that marks measurable progress over 2 months. Our Title III, LSOS program is committed to providing high quality English instruction and an academic safety net for all our English Language Learners.</p>	<p>Grant Avenue ELLs in grades 2-5</p>	<p>December-February</p>	<p>ESL teacher, Dual Language Teachers</p>

<p>The Explicit Goals of the Grant Avenue Little Society of Speakers:</p> <ul style="list-style-type: none"> • 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) • 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 			
<p>Information pertaining to our literacy goal is shared with our families in a variety of manners. Families are invited to participate in Family Fridays each week where they can see their children engaged in literacy practices with their teacher in the classroom setting. Teachers invite families to participate in publishing parties. Curriculum Conferences and Parent Teacher Conferences were ideal structures for shared dialogue between families and teachers on how to support their students in reading. Tools and resources were shared at Curriculum Conferences, Parent Teacher Conferences, and via a series of family workshops. Our school community sent a large contingent of parents to the District 9 Fall into Literacy fair led by our Superintendent, Leticia Rosario. At this fair, families attended workshops planned to support families in helping their children to progress as readers and writers. Our SLT plans to visit classrooms for a learning walk to see practices aligned with our CEP goals in action.</p>	Parents	September-June	Parent Coordinator, Administration, Teachers

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources: 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, Data Specialist funds, funding for Lead Teachers to build capacity, Title III program funds to support reading, writing, listening, speaking skills of our ELLs</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our midpoint benchmark is January 15, 2015. The impact of this work is measured via monitoring progressions in independent reading levels Running records are administered on an ongoing basis and Reading Levels are collected and analyzed in September, November, January, March, and June.

In order to meet our June benchmarks, by January, at minimum, 70% of our students will meet or exceed grade level reading CCLS benchmarks as indicated below:

- Kindergarten A/B with book introduction
- First Grade - Reading Level F
- Second Grade - Reading Level J
- Third Grade – Reading Level N
- Fourth Grade – Reading Level P
- Fifth Grade – Reading level S

Grade teams meet and teachers analyze reading data for their classes. Teachers look at who is meeting/not meeting grade-level standards.

They look for patterns and trends in the data, identifying areas of strength and challenges. They study the characteristics of the reading levels specific to students in their classes and sort data by subgroups, identifying students with IEPs, students who are English Language Learners.

They look for patterns and trends specific to these subgroups and establish modifications specific to meeting the needs of these students.

Grade teams collectively establish next steps for instructional planning specific to needs of students in their grade.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
----	--	--	-----	----------	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Teachers submitted reading tracking sheets to administration on 1/15. That data revealed that 54% (242/453) of our students are currently meeting benchmarks. Administration met with grade leaders to lay out action plans for grade teams in analyzing grade-level data, revising small group plans and schedules in support of moving more students up to benchmark. Since the largest gap in proficiency was in first grade, AIS providers are concentrating their efforts on first grade students. Another round of data will be collected on March 3rd and we will continue to revise and adjust curriculum, pedagogical practices, and resource alignment in support of raising student proficiency. Additionally, administration will support grade team inquiry in this area and staff developers will focus professional development on supporting teachers in designing and implementing action plans in support of struggling readers.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

This goal was established because it is the center of our mission and vision and our belief in the importance of the school environment as the context for learning. This goal also connects to the elements of strong family-community ties and trust. From its inception, our school motto is SAFETY + TRUST + STRENGTHS = SUCCESS. Grant Avenue Elementary preserves the safety of our students, in body, mind and spirit. Our students develop meaningful relationships with educators and each other. Through these relationships, trust is established. Our students know that they have strengths and talents. These strengths are explored and identified in working with peers and educators. We celebrate strengths and find ways to grow them into other areas. Areas of need will be addressed through, small group support, and targeted instruction.

Families, too, are guaranteed an environment that promises safety, trust, and opportunities to participate based on their strengths. Parents, guardians, and family members experience safety and trust through communication with the educators of Grant Avenue Elementary School. Our families are encouraged to evaluate their strengths as a support network for our students. These strengths may translate into parents acting as active participants in our school community, volunteers in our classrooms, members of parent/staff committees, or by partnering in ensuring that homework is complete and students maintain excellent attendance at Grant Avenue Elementary School.

Our teachers and all members of our staff are promised an environment of safety and trust. We are a team of professionals who collaborate in order to carry out the mission and vision of Grant Avenue Elementary School. All staff members are engaged in ongoing professional growth and collegiality. We celebrate the strengths of our teachers and staff members and welcome intervisitations so that individuals can learn from each other. Our teachers know the power of safety, trust, and strengths and these values are at the core of each lesson in our classrooms.

For the past 5 years we have had strong results in our Learning Environment Surveys, always achieving above average outcomes in the areas of Safety and Respect (2009-2013) and School Culture (2013-2014.)

A comprehensive review of OORS data/reports and the Learning Environment Survey for the 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2014-2015 school years has revealed a positive trend in our school culture. Student outcomes in our Core Values 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 scaffolds to what is provided to all students. At risk supports are provided by our Guidance Counselor and Dean of School Culture. 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.

Our School Leadership Team has opted to continue to make this a CEP goal as it is central to our school mission and vision. Furthermore, our school has grown from 140 students and a faculty of 15 to serving nearly 500 students with a faculty of 60 educators. Our challenge is to continue to maintain a strong and close-knit culture as we grow as a community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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 2015 Learning Environment Survey in the category of School Culture for parents and teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To support our Community Standards and our Mission, we have a unique Core Values program. Beginning in Kindergarten, each student has a period of Core Values once a week. Advisors and students work together on investigations in the social-emotional learning. During Core Values, our students are exposed to children’s literature related to social-emotional learning and character development. Our Core Values are:</p> <p>I make strong choices</p> <p>I stay safe</p> <p>I make problems smaller</p> <p>I tell the truth</p> <p>I never give up</p> <p>I am a team member</p>	<p>Students</p>	<p>September-June</p>	<p>All teachers, Dean of School Culture (Nyree Keith) Guidance Counselor (Alba Urena, IEP teacher (Anthony Marra), Pre-K teacher (Caroline Balogh)</p>



With this CEP goal in mind, we have recently also established a S.T.A.R.R. Matrix in order to create an explicit system for conveying behavioral expectations as a cohesive, structured, positive, and inspiring school community.

The Grant Avenue S.T.A.R.R. Matrix outlines student expectations of behavior throughout our school community. The matrix is read and discussed within each classroom during Core Values as well as a part of routines and expectations to remind students of the positive culture being developed within the school. Students receive positive praise and feedback for positive behaviors exemplified in our school community. Students in need of more individualized attention as a behavioral intervention receive time to look more closely at the matrix with the Dean of School Culture (DSC) and develop plans for self-monitoring, next steps, and coping skills. These students have follow-up visits with the DSC to recognize their progress and receive further intervention strategies to continue to scaffold and reinforce desired behaviors.

Quarterly school community assemblies are held to recognize student progress, remind students of school cultural expectations, and discuss school cultural goals.

Monthly attendance ceremonies are held to recognize class attendance and individual student attendance. Attendance certificates and small rewards are given to students with exemplary attendance (95% or above) and medals are given for students with perfect attendance during the attendance celebration each month. The Grant Avenue Attendance Trophy and a class attendance certificate are awarded to the classroom with the best attendance in school each month. The classroom keeps the trophy for a full month until the next class with best attendance is awarded the trophy for the next month. An attendance bulletin board honors classes and students for excellent attendance.

Some students are invited to participate in a mentoring sessions with the DSC. During these sessions, students discuss difficulties within the school community, how to best cope with difficult situations, and self-efficacy and positive self- esteem. These sessions can be individualized or done with up to 4 students at a time. The overall goals of these sessions are to promotion a positive school culture and to build positive self-esteem in students within our school community. The sessions are held every six weeks with different, targeted students.

Additional Initiatives:

PreK Support: Our new Pre-K program has launched and we've added the support of some highly motivated 5th grade students. During their lunch, the chosen fifth graders eat with the pre-k students, acting as models, demonstrating for our youngest students how to eat properly. They then assist the children by taking them to and from the bathroom, reminding them to wash their hands, and covering them with blankets when they return to their rest-time cots. These fifth grade students filled out applications to participate and assist in making the pre-k students feel emotionally stable as they lay down for a nap. When the students have trouble sleeping, the fifth graders whisper quietly to the Pre-K students that everything will be okay. Not only are the Pre-K students supported by these fifth grade exemplars, the fifth graders bolster their empathetic tendencies, which in turn will make them better citizens of the world.

Peacemakers: At Grant Avenue our students have the opportunity to participate in the "Peacemakers" peer mediation program. Our Guidance Counselor works with a group of students who were nominated as leaders because they exemplify our Core Values. These students are trained every Thursday during the Core Values period. The students are trained throughout eight weeks in which they are exposed to hands-on lessons that teach problem solving, attentive listening, and brainstorm on ways that students can solve their concerns in a nonphysical matter. Peacemakers respond to the mediation needs of K-5th grade students during lunch and recess (using a rotating schedule and designated area). Peacemakers also take lead in organizing games during lunch/recess time for students having a hard time playing with others.

Peer mediation allows our students the opportunity to resolve conflicts with the help of their peers by giving students the opportunity to tell their side of the story. The goal of Peacemakers is to have students solve their problems by talking it out with one another. In the end, students agree on a

compromised solution by brainstorming strategies that might help everyone. Some of the reasons to use Peacemakers are:

- Sometimes, students would rather talk with other children than with adults.
- We want students to be independent problem solvers.
- We believe that students have the capacity to make problems smaller.

Student Leaders: At Grant Avenue, our 5th graders have the opportunity to become a Student Leader, which is essentially an ambassador for our school. Students apply by completing an application to serve as a student leader for the school year. The student leaders meet once a week to discuss service projects and school events. The main service project that the student leaders are in charge of is the Penny Harvest. The student leaders facilitate the execution of the project. We have a President, Vice President, Secretary, Treasurer and Grade Team Leaders who work in collaboration. Each role has an important task in the success of the project. The student leaders begin the project by announcing to the classes the project and how to contribute. Each week following, the student leaders collect and weigh all the donated pennies for the week. Each week there is an award given to the grade who donated the most pennies. After all the pennies have been collected the student leaders begin to research not-for-profit agencies/organizations on where they would like to see the money used. The student leaders create posters and cast a school-wide vote on which not-for-profit agencies/organizations the money will be allocated to. Finally, the student leaders mail the check to the not-for-profit agencies/organizations.

In addition, Student Leaders volunteer their time around the school. Student leaders assist families during our Family Fridays. These students assist our families by escorting them to their child's classroom. Student leaders also help with our special events. For example, we had a pumpkin patch this year and the student leaders helped with the transition of classes coming to the pumpkin patch as well as the set-up and take-down of the patch.

Our Student Leaders take pride in being a leader within our school and community. "I like being a student leader because I get to help out around my school. I like talking to parents as I help them find their way around our school. I like working with the other student leaders on projects that help our school and community. I also like collecting pennies from classes for charity. Being a student leader makes me feel happy and grateful".

- Justin F. Student Leader President

<p>The following are just a few of the structures and systems that we have in place to ensure that our Parents and Guardians are active team members in establishing a strong and trusting school culture:</p> <p>We also hosted our Fifth Annual Back to School Meet and Greet picnic at Mullaly Park, inviting families to meet their child’s teacher, school staff, and other families from the Grant Avenue Community.</p> <p>We send home monthly school calendars with a wide array of events designed to engage families as partners in education. All educators are committed to creating a welcoming school so parents and family members know that they are valued and empowered as learning partners and experts on their children.</p> <p>Our strong home-school connections benefit students when families support and extend the school’s teaching at home. Since our first year, parent involvement has been very important to the success of our students and Grant Avenue as a whole. Over the years, we’ve built upon workshops and events that were successful and added more opportunities and engagement methods to ensure that our families are involved as partners in education which include Family Fridays, bi-weekly parent workshops, and school-wide events and celebrations such as our Arts Performances, Multicultural Festival, and Field Day.</p> <p>Parent workshops are offered during the morning and evening hours and address such subjects as Dealing with Challenging behaviors, Middle School Preparation, and Homework and Study skills. During each workshop the topic is discussed at length and parents/ family members are given an opportunity to comment and ask questions that are more pertinent to their personal situations. Quarterly school community assemblies are held, which families are invited to, to recognize student progress, remind students of school cultural expectations, and discuss school cultural goals.</p> <p>Family Fridays is a specific structure is a cornerstone to our work in engaging families as it is a strategic weekly method for connecting home and school in support of each child. The intended outcome of this practice is to give families ample and frequent opportunities to formally and informally engage in their child’s learning. On a weekly basis, families participate in class activities, learn strategies to help their child in the home, meet other families, and interact with teachers.</p> <p>One teacher shared that she notices a huge difference in parent involvement. Those who come to Family Fridays and have face to face time with the teacher do more homework. It delivers</p>	<p>Parents/Guardians and Family Members</p>	<p>September - June</p>	<p>Parent Leaders, SLT, Parent Coordinator, Guidance Counselor Dean of School Culture, Administration,</p>
--	---	-------------------------	--

<p>accountability as well as partnership.” Our CAAS system tracks parent involvement with parent ids issued to each family and staff members swiping families in to quantify participation.</p> <p>Our parent coordinator also celebrates family participation with incentives such as a Parent Participation Honor Roll, periodic raffles, and a breakfast honoring active parents in our school community.</p>			
<p>The following are just a few of the structures and systems that we have in place to ensure that our Teachers are active team members in establishing a strong and trusting school culture:</p> <p>We had a pre-service retreat in August. Our team met for an intensive week at the school.</p> <p>During this week we:</p> <ul style="list-style-type: none"> • Continued to get to know one another and work as a team • Revisited our Grant Avenue Community Standards, Core Values and School Mission • Participated in staff-led workshops which were presented by teachers on self-selected topics. • Cooperatively established expectations for classroom environments, teacher practice, classroom communities, and school-wide policies, • Worked in teams to establish collaborative inquiry projects in the realms of ELA, Mathematics, and Family Engagement. <p>Our team of educators communicates formally and informally throughout each day via:</p> <ul style="list-style-type: none"> • Weekly meetings for common planning sessions. • Teacher-led after school study groups • Attendance, PPT, and safety sub-committee meetings bi weekly or monthly • Teacher-led professional development minicourses • Monday whole-faculty, grade-team, and cross-team professional development sessions • One-on-one meetings with the principal and assistant 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 <p>Our staff completes Mid-Year Staff Surveys designed using questions from the Learning Environment Survey. The following are some survey responses relevant to this goal:</p> <p>“There is definitely a clear vision for this school. I believe all the</p>	<p>All Teachers</p>	<p>September-June</p>	<p>All Teachers, UFT Representatives, Grade Leaders, Administration</p>

<p>teachers in the building are aware of this and strive to achieve it. Having this clear vision helps us to know what's expected. Given the positive relationships between the staff, communication on important issues is encouraged. School leaders and others foster this communication. All of this ties in with the individual's dedication and helps the school run smoothly. Trust is also key, and I feel that there are high trust levels throughout the teachers and administration."</p> <p>"I really feel valued in this way. When there are issues that come up with students/teachers/ parents/staff—it's a collective community that works out the problem. It is really nice to feel like your opinion matters."</p> <p>"I feel that everyone is there to help each other out. This is one of the really nice things about Grant Ave. The people you work with are often the best resources to support, guide you and help you out when you need it. I look to support others, which helps to keep the positive vibes and relationships going strong."</p> <p>"I feel that for the most part, order and discipline are maintained at my school. I feel like when you work with people, especially children growing up, behavior and discipline problems are definitely going to come up. When they do, I feel like everyone prioritizes taking care of them, which is necessary, as it helps to maintain a positive learning environment."</p> <p>Based on a pattern of feedback in the area of maintaining order and discipline, we will have created the role of Dean of School Culture and one of our special educators has grown into this Role. Ms. Keith coaches teachers on best practices for preventing incidents, the reporting of incidents when they happen, and how to communicate with families of victims and suspects when incidents/accidents occur.</p> <p>We also revisit the areas of safety and respect at monthly UFT Consultation Committee meetings and respond according to the needs of our teachers.</p>			
.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title I SWP: Training rate for retreat, Common planning (Scheduling and staffing) Supplies for family events and advertisement of events Parent Coordinator, Advisory/Core Values (Staffing, Scheduling) Title I parent involvement funds for CAAS system/Parent Passport IDs, TL Fair Student Funding for staffing of Dean of School Culture, Guidance Counselor.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

We will collect our mid-year educator survey on January 16, 2015 and analyze results. We will use data from the survey to revise and adjust our action plan, as needed.

We will also conduct a mid-year Family survey during Family Friday on 1/9/2015 and 1/16/2015. We will analyze results as an SLT and revise and adjust our action plan, as needed.

Part 6b. Complete in February 2015.

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
---	----------	-----	--	----

10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

We did not meet our Mathematics goal for our 2013-2014 CEP: “Our classroom teachers will focus their Inquiry Work on Mathematics/CCLS and Go Math. By June 2014, 5% more of our third, fourth, and fifth graders will achieve a level 3 or higher on the Mathematics State Assessment as measured against the District 09 average.

MATHEMATICS SCORES	Grant Avenue	District 9
Gr. 3 % at 3 and 4	29%	18%
Gr. 4 % at 3 and 4	10%	17%
Gr. 5 % at 3 and 4	19%	18%

According to the School Quality Snapshot, 18% of our student met State standards on the State math test; the average score at this school was 2.3 out of 4.5. District 9’s average was also 18%.

As a result, our SLT has elected to concentrate the collaborative efforts of our teachers on studying and implementing best practices in Mathematics in teams. We will be using team meetings and a protocol that is new to our school, Lesson Study, as the foundation for our work in collaboratively planning, implementing, and reflecting on our mathematics lessons. We will study pedagogical practices and student outcomes via Lesson Study. 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.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our classroom teachers will engage in weekly team meetings and three cycles of lesson studies that explicitly focus on elements of Component 3c, Engaging Students in Learning in their Mathematics planning.

By June 2015, 5% more of our third, fourth, and fifth graders will achieve a level 3 or higher on the Mathematics State Assessment as measured against the District 09 average.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>Beginning in September, all teams created mathematics inquiry projects as follows:</p> <p>What is an important aspect of your mathematics instruction (aligned with 3c elements/practices) that you would like to examine and improve this year? State it as a question.</p> <p>K – How can we effectively structure and pace our small groups within math workshop?</p> <p>1 – How can we lift student practices in explaining their thinking (performance tasks, class discussions, etc.)</p> <p>2 – How do we step away from direct instruction? How do we improve differentiating by prioritizing?</p> <p>3 – How can we create lots of opportunities for repeated work with priority skills?</p> <p>4 – How can we encourage meaningful math talk?</p> <p>5 – How can we effectively plan to include more purposeful prompts to do the work of building priority skills to meet the CCSS standards and work on responding to short and extended response/task questions?</p> <p>Teams have weekly planning session time dedicated to this work. Since we are new to Lesson Study, we piloted the protocol with two grade teams before rolling it out to the entire team. On September 22nd, 2nd grade and 4th grade met for an introduction to lesson study:</p> <p>Planning (9/22): Grade team collaboratively plans a math lesson with the team’s Mathematics inquiry work in mind. Then one brave colleague teaches a Math lesson and the team observes.</p> <p>Lesson Implementation: The Pilot intervisitations took place between 9/23 and 10/6 Teachers took low-inference notes:</p> <p>What do you observe the teacher doing? (aligned with 3c) What do you observe the students doing? (aligned with 3c)</p> <p>Debrief (10/6) : Team discusses: To what extent did the lesson meet the instructional goals? What is the evidence of this?</p>	All Teachers	September-June	Teachers, Grade Leaders, Math Consultant, Christine King, and Administration

<p>What are the similarities and differences between what was planned and what actually happened? What changes would we make if we were to teach this lesson again to the same group of students? Thinking about the results we got, how did we design the lesson in a way that helped yield those results? Did this lesson reveal any aspects of my/our practice that would benefit from professional development? Who can I/we reach out to for support in this area?</p> <p>On Election Day, the entire team was provided with an overview of Lesson Study and we read two articles about lesson study. (Stigler and Hierbert on Lesson Study from The Magazine of the Ontario College of Teachers, March 2010 and Tools for Schools, Lesson Study Puts a Collaborative Lens on Student Learning by Anthony Armstrong.) Grades 2 and 4 shared their experience with the larger group and then we talked through logistics for the next cycles of Lesson Study.</p> <p>The structure of lesson study supports building trusting teams who are comfortable teaching in front of colleagues and sharing supportive and critical feedback in teams.</p> <p>Additionally, on Election Day teams reflected on their inquiry work and their data and each team revised and adjusted their area of focus to set up the work of the next lesson study collaboration.</p> <p>The first full-scale Lesson Study cycle for all grade teams took place as follows: Planning 11/17 Lesson Implementation 11/18-11/21 Debrief – 11/24</p> <p>Our pilot taught us that it is not easy for teachers to offer one another critical feedback and that they would appreciate more guidance on the debrief session. In response, we provided teams with:</p> <p><u>Suggestions for sharing feedback about the lessons:</u></p> <ol style="list-style-type: none"> 1. Begin the feedback session by (1) outlining the agenda for the discussion (e.g., “first we will hear from the teachers who planned the lesson, and then...”); and by (2) briefly introducing the goals of the planning group. 2. The teacher who taught the lesson should have the first opportunity to comment on his/ her reactions to the lesson, followed by the other planning group members. S/he should address what actually occurred during the lesson (e.g., what worked, what did not work, what could be changed about the lesson, etc.). 3. The planning teachers should also raise questions/ issues that were raised during the planning sessions, and describe how these concerns were addressed by the instructional decisions they made for the study lesson. If the feedback session is after the second implementation of a study lesson, the planning members 			
---	--	--	--

<p>should clarify what changes were made between the two lessons, and how these changes related to the goals of the lesson.</p> <ol style="list-style-type: none"> 4. The planning teachers should direct the observers to give them feedback that is related to the goals of the lesson. The observers can then share feedback about the lesson that helps the planning teachers address these goals. For example, observers could share their suggestions about how they might have done something differently in their own classes. Or, they could ask the planning teachers about their rationales for making certain decisions about the lesson (e.g., “Why did you choose those numbers for that problem?”). 5. When observers share their feedback, they should begin on a positive note by thanking the teacher who taught the lesson and discussing what they liked about the lesson. Observers should then share critical feedback by supporting their statements with concrete evidence. For example, they could comment on specific observations from this particular lesson (e.g., “I saw student X do this...”), or make suggestions that draw upon their own experiences (e.g., “When I taught a similar lesson, I did (blank) differently because...”). 6. Each observer should comment on a specific aspect of the lesson, and then give other observers the opportunity to comment on this point or related aspects of the lesson. This procedure prevents the feedback session from becoming dominated by one observer, and allows others to share their insights. If an observer would like to share something that is not being discussed at that point, s/he can write it down for later. 7. Similarly, the teacher(s) who planned/ taught the lesson should wait until a few comments about a particular aspect of a lesson have been received before responding to the observers. This waiting etiquette prevents the discussion from becoming a point-volleying session, and allows all participants to voice and absorb the feedback in a reflective manner. 8. The timekeeper should remind the group when time is running short, so that the group can meaningfully wrap up their debriefing session. If an outside advisor is present, the feedback session should end with general comments from that person. <p>Sonal Chokshi, Barbrina Ertle, Clea Fernandez, & Makoto Yoshida. Lesson Study Protocol ©2001, Lesson Study Research Group (lsrg@columbia.edu).</p> <p>Each grade team named specific areas of focus for their next lesson study cycle which will take place as follows: Planning 1/5/2015 Lesson Implementation 1/5-1/12/2015 Debrief 1/12/2015</p> <p>The third, whole faculty, cycle of Lesson Study is planned for: Planning 3/23 Lesson implementation 3/24-3/27 Debrief 3/30</p>			
--	--	--	--

<p>The work of the teams in lesson study will also be supported by individual learning opportunities via coaching by our Lead Teachers and in coaching and minicourse participation with our Math Consultant Christine King. Two cycles of minicourse work are offered this year (10/27, 11/3, 11/10 and 1/26, 2/2, 2/9) and the content is aligned with our Instructional Focus and topics at the heart of mathematics inquiry work: Promoting Student Engagement, Discourse and Problem Solving in Math Class</p> <p>Danielson Connection - 1e, 3b, 3c</p> <p><i>Session 1: Kagan Structures for Engagement: Participants will explore pedagogical structures for that promote student engagement, accountability and discourse.</i></p> <p><i>Session 2: Strategies for Understanding Word Problems: Participants will explore 5 strategies for promoting discourse while using literacy strategies understand word problems.</i></p> <p><i>Session 3: Engaging Games: Participants will explore games that can be adapted and used to promote discourse and deepen conceptual understanding.</i></p>			
<p>.Now that the structure of lesson study is underway, we are adding a layer of focus on specific strategies to support our lowest performing students. According to the School Quality Snapshot improvement for our lowest performing students in mathematics was only “fair.” As a result, our 4th grade team will be continuing their lesson study focus on supporting mathematical discourse with a lens of designing and implementing strategic supports for this subgroup. Based on our leanings from the January lesson cycle for 4th grade, our entire school will take on this lens for our March lesson study.</p>	Lowest Performing (lowest third) students	January - June	All grade teams
<p>We work to engage families in this goal via structures that have been mentioned throughout this CEP. Information pertaining to supporting students in mathematics is shared between teachers and parents via Curriculum Conferences, Parent Teacher Conferences, Family Fridays, Workshops, and one to one meetings with teachers.</p>	Families	September - June	Teachers, Parent Coordinator, Administration

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Title I SWP for Math Consultant, FSF and Lead Teacher funding for salaries of Lead Teachers, FSF for per session for teachers to support after school study groups</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

By January 16th, to be on track to meet our goal all teams will need to have engaged in at least two cycles of Lesson Study.

We will assess the impact of this team collaboration via our MidYear Survey which is due 1/16/2015 and also at our Grade Leaders meeting on 1/15/2015.

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
--	----------	-----	--	----

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the School Quality Snapshot for 2013-2104, Grant Avenue Elementary scored “Excellent” in the category of “How well do teachers work with each other.” We received the rating of “good” in response to “How effective is the teaching and learning.” Our School Leadership team created this goal so that we can continue our strong collaborative culture and make our teaching practices even more effective by growing the capacity of teacher leaders and coaches in our school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of Coaches, Grade Leaders, and Administration will complete New Teacher Center and Teacher Leadership professional development as measured by Good to Excellent outcomes on the following two questions on the 2015-2016 School Quality Snapshot: *How effective is the teaching and learning? How well do teachers work with each other?*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
NTC’s rigorous instructional mentoring model prepares teacher leaders to be change agents and facilitators of adult learning and growth in their own schools. Participants in the program can include full-time mentors	Coaches/Lead Teachers	Mentor Trainings 8:30am---3:00pm	Dean of School Culture and Lead Teacher, Administration, School Secretary

<p>supporting a number of schools, school-based mentors with release time from teaching to mentor, half time or full time school-based coaches or mentors, Assistant Principals who mentor new teachers they are not supervising, and network achievement coaches who coach and develop teachers and leaders. This professional development will build capacity of all participants as we collaboratively study best practices for leading teams effectively with a focus on impacting student achievement.</p> <p>Outcomes for this program include:</p> <ul style="list-style-type: none"> • Develop fundamental knowledge and skills related to instructional mentoring and formative assessment. • Ongoing practice with tools and processes to promote effective observation, feedback and coaching strategies. • Develop expertise in collecting classroom data on teaching and learning, and in the analysis of student work and student outcome indicators. • Cultivate teacher leadership, providing participants with the tools and strategies to design and facilitate meaningful professional development at the school level. <p>NTC’s program of professional development for mentor teachers includes:</p> <p>a) Professional Learning Series for Mentors (8 full days of professional development/year for Yr. 1 Mentors)</p> <p>b) Mentor Forums (4x/year) are smaller-group professional learning communities for mentors that support and extend the learning from the Professional Learning</p> <p>Series for Mentors. Forums:</p> <ul style="list-style-type: none"> • Three forums emphasize mentoring to support Common Core implementation • Provide support for continued practice with formative assessment tools and coaching protocols • Foster an inquiry-based professional learning community 		<p>1 Instructional Mentoring Sept 23rd ---24th (Tues---Wed)</p> <p>2 Observing & Conferencing Oct 23rd ---24th (Thurs---Fri)</p> <p>3 Using Data to Inform Instruction Dec 3rd ---4th (Wed---Thurs)</p> <p>4 Designing Effective Instruction March 4th ---5th (Wed---Thurs)</p>	<p>provides coverage of classes for absences due to PD</p>
<p>NTC program for Administration: NTC’s four-day professional development experience helps</p>	<p>Administration</p>	<p>Nov, 12th, 2014</p>	<p>Administration</p>

<p>leaders become more successful at advancing teacher practice by employing the tools and strategies of coaching-based supervision.</p> <p>Outcomes for the entire series are:</p> <ul style="list-style-type: none"> * Deepen understanding of the role of leadership and school culture in supporting teacher development and improving teaching practice. * Conduct classroom visits to gather low-inference data for analysis and feedback using the Danielson Framework * Practice high-impact coaching conversations and written feedback to support teacher development and improve teaching practice * Plan professional development aligned with teachers' needs and utilizing school resources and staff strengths * Manage leadership challenges by learning from colleagues' successful practices, using a variety of protocols, reflecting on practice, and goal-setting 		<p>Wed, Jan 28th, 2015</p> <p>Friday, March 13th, 2015</p> <p>Tues, May 12th, 2015</p>	
<p>The Teacher Leadership Program equips Teacher Leaders with resources aligned to the Facilitative Leadership Standards in three major areas: <i>Instructional Leadership, Building a Professional Learning Community and Surfacing and Managing Controversy</i>. All of these components encompass a framework for Teacher Leaders to experience growth in their leadership capacity to facilitate the learning of their colleagues.</p> <p>TLP is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.</p> <p>Teacher leaders accepted to participate in TLP must facilitate a grade/content/inquiry/data team with an instructional focus that meets a minimum of 45 minutes once a week during the 2014 -15 school year in a New York City public school.</p> <p>Upon Successful Completion of the Program, Participants Will:</p> <ul style="list-style-type: none"> • Possess the knowledge and skills to lead and support their colleagues in collaborative learning and practice aligned to the 2014–15 citywide instructional expectations; • Understand peer coaching models and have tools to engage in reflective practices to improve instruction; • Have learned and practiced using a variety of facilitation protocols for effective goal-setting, problem-solving, and reflective practices related to teacher and student work • Have completed a developmental portfolio demonstrating work they have facilitated with their school-based team related to a component of the 	<p>Grade Leaders and Principal</p>	<p>October 15th</p> <p>October 29th,</p> <p>November</p> <p>19th</p> <p>December</p> <p>10th</p> <p>January 7th</p> <p>January 21st</p> <p>February</p> <p>11th</p> <p>March 4th</p>	<p>Administrators organize, guide and monitor the implementation and impact of the work in our school communities.</p> <p>Teacher leaders lead their teams and develop developmental portfolios demonstrating their learning and the work that they facilitate with their teams.</p>

<p>citywide instructional expectations and the skills they have acquired aligned to the TLP Facilitative Leadership Standards (required for certificate of completion).</p> <p>The Program Is Particularly Aligned to the Following Indicators on the Quality Review Rubric:</p> <ul style="list-style-type: none"> • Instructional Core across Classrooms: Pedagogy (1.1 a) • Systems for Improvement: Leveraging Resources (1.3 b, c) • Systems for Improvement: Teacher support (4.1 a, b) • Systems for Improvement: Teacher teams and leadership development (4.2 a, b, c) 		<p>April 1st</p> <p>May 6th</p>	
---	--	---	--

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Title I SWP funding for absence coverage for professional development and for per session meetings after school.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
	<p>Tax Levy</p>	<p>X</p>	<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>	<p>Grants</p>	
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>24. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>At our monthly leadership meeting on 1/15/2015, we will monitor participation in the NTC and TLP meetings from September to January. Each TLP participant selected two facilitative leadership standards of focus. We will reflect on our learning and share areas of celebration and areas of growth for each individual as we revise and adjust our approach to our facilitative leadership standards of focus for the period of January 2015- June 2015. At this meeting we will also self-assess by identifying evidence aligned with our two indicators: How effective is the teaching and learning? How well do teachers work with each other? We will revise and adjust our practices accordingly.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>25. Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>	<p>x</p>	<p>Yes</p>		<p>No</p>
<p>26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				
<p></p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Grant Avenue Elementary School has demonstrated proficiency in the area of establishing a culture for learning as was identified as component 3.4 of the 2013-2014 School Quality Review. The reviewer observed that Grant Avenue Elementary School establishes a culture for learning that communicates high expectations to staff and students and families and provide supports to achieve those expectations.

Parent members also observed that on the 2013-2014 Learning Environment Survey 36% of parents reported that they communicate with the school’s staff about their child’s academic progress while 46% reported doing so five times or more. We identified the fact that 82% of families report communicating with the school staff about their child’s academic progress as an area of strength.

Working from the area of strength Parent SLT members decided that with 82% of families communicating with the school around student progress we can strengthen the number of times families interact with the school around parent led activities while also increasing the number of times they engage in the various school led activities with the overall goal being to improve our rate of family engagement. As such, we set a target for parents to attend at least four school events in activities in the learning community that allow the high expectations of the school to be communicated throughout with the intention of ensuring shared vision with staff, families, and students, thus leading to a shared vision on how to improve student outcomes in literacy and in mathematics while also sharing our goal to improve student attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, on average, all Grant parents/guardians will attend at least FOUR school events as documented in the CAAS scanning system in conjunction with sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

<p>29. Strategies to increase parent involvement and engagement</p> <p>30. Activities that address the Capacity Framework element of Trust</p>			
<p>Parent/Teacher Conferences:</p> <p>We require 100% parental involvement from our families on Parent/Teacher Conferences. The outreach for parents to be aware of PTC begins a month in advance. We begin by communicating to our parents through flyers being sent home, posters posted on our main entrance and dismissal doors, phone calls home, monthly calendars and regular face-to-face reminders. For last minute reminders, the teachers also call the night before and/or the morning of PTC to confirm the appointment and make any changes as needed.</p> <p>The teachers begin by reaching out to each parent by the telephone. The teachers work with the parent to give them the opportunity to choose what time best fits their schedule for the meeting. After a time has been set, the teacher sends home at least two paper reminders as well as face-to face reminders of date and time. When the parents enter the school on PTC, they sign-in using the CAAS scanning system in conjunction with the teacher sign-in sheets. At the end of the evening, the teachers hand-in their parent sign-in sheet to the administration. For the next week the teachers will continue to reach out to all parents who did not attend PTC. Within that week, the teachers carve out time to hold the PTC, whether it is on their prep, before or after school. Teachers then submit a PTC non-attendance form to the Assistant Principal who then consolidates the information and shares it with the Parent Coordinator and Dean of School Culture. They make the final calls on the behalf of the teachers to ensure the goal of 100% attendance is being met.</p> <p>If the teachers have difficulty contacting parents they are able to utilize the Parent Coordinator, Pupil Personal Secretary, Dean of School Culture, and administration.</p>	<p>All parents/guardians</p>	<p>10/13/2014- Notices begin to be sent home as well as phone calls scheduling appointments.</p> <p>11/13/2014- PTC</p> <p>11/14/2014- 11/21/2014 Teachers reach out and hold any PTC that was not held on 11/13.</p> <p>11/21/2014- 12/12/2014 Parent Coordinator, Dean of School Culture and Assistant Principal make phone calls home to parents.</p> <p>02/09/2015- Notices begin to be sent home as well as phone calls scheduling appointments.</p> <p>03/19/2015- PTC</p> <p>03/20/2015-</p>	<p>Administration, Teachers, Dean of School Culture, Parent Coordinator, Pupil Personal Secretary</p>

		03/27/2015 Teachers reach out and hold any PTC that was not held on 03/19.	
<p>Family Fridays:</p> <p>As part of our school culture, we believe in not only educating the child but educating the family on best practices. Because of this, we invite our families to Family Friday each Friday from 1:30-2:30. During this time, teachers and parents have the opportunity to collaborate on best teaching practices for his/her child. Parents can take full advantage of learning skills and strategies to help assist/teach his/her child at home.</p> <p>The teacher is responsible for the content that will be displayed during each Family Friday. Teachers communicate with families about Family Friday activities by calling home, sending home reminders and teacher newsletters.</p> <p>When families arrive to attend Family Friday they sign-in using the CAAS scanning system in conjunction with the teacher sign-in sheets. There are also posters on the doors of homeroom classes that parents initial and date the section for their child to record their attendance at Family Friday as a backup to CAAS.</p> <p>One area of growth is from our parents who have a student with special needs. We have noticed that our students who are in the special education classrooms parents are less likely to attend a Family Friday event due to his/her child receiving busing. To target these parents, we need to further the communication on consistent bases for the parents to understand the importance of their presence during a Family Friday. We will extend further communication to our parents by having their students create special invitations to their classes Family Friday activities, requesting parents to mark his/her calendar for specific Family Fridays to attend, and calling parents the day before as a reminder of tomorrow's Family Friday.</p> <p>If the teachers have difficulty contacting parents they are able to utilize the Parent Coordinator, Pupil Personal Secretary, Dean of School Culture, and administration.</p>	<p>All parents/guardians</p> <p>Special Education parents/guardians</p>	<p>Every Friday throughout the school year</p> <p>Weekly reminders</p> <p>Phone calls day before Friday</p>	<p>Administration, Teachers, Dean of School Culture, Parent Coordinator, Pupil Personal Secretary</p>

<p>Parent Workshops:</p> <p>Each month we offer a variety of parent workshops. These parent workshops are offered to inform and educate our parents on an assortment of issues. The following are some of the parent workshops offered: NYPD Medical Safety Workshop, Healthy Cooking, Addressing Challenging Behaviors at Home, Study Skills and Homework Routines, Communicating with your Child, and How to Motivate your Child.</p> <p>Most of the parent workshops are offered during the school day. There are some that are offered after-school to address the needs of working parents. Parents are informed through a plethora of communications of these workshops. For example, phone calls, monthly calendars, newsletters, reminders and posters.</p>	<p>All parents/guardians</p>	<p>September-June</p> <p>Monthly</p>	<p>Dean of School Culture, Parent Coordinator, Guidance Counselor</p>
<p>Special Events:</p> <p>Each month there is a special event that takes place at our school. Parents are always welcomed to the special events. There are some special events for the child and parent to participate in together and some where the parent attends to watch his/her child. Some of the special events are as followed: Winter and Spring Concerts, Wellness Night, IEP Celebration, Field Day, Multicultural Celebration, Basketball Night, and the Pumpkin Patch.</p> <p>Parents are informed through a plethora of communications of these events. For example, phone calls, monthly calendars, teacher newsletters, special invitations, and posters.</p>	<p>All parents/guardians</p>	<p>September-June</p> <p>Monthly</p>	<p>Administration, Teachers, Dean of School Culture, Parent Coordinator</p>
<p>Parent Volunteering:</p> <p>At Grant Avenue there are many ways that parents can volunteer their time and efforts. Parents are able to participate in the PTA and SLT. Parents who join the PTA and the SLT have the opportunity to take an active role within the school. Through this parents are able to help be the change for their child's school and their community.</p> <p>Parents are also invited to attend their child's PPT meeting. Parents are able to be on the team that decides what interventions the child will receive at school. This gives parents the right to understand how the school is providing support to their child as well as having their concerns and</p>	<p>All parents/guardians</p>	<p>September - June</p>	<p>Administration, Teachers, Dean of School Culture, Parent Coordinator</p>

<p>questions being heard and addressed.</p> <p>Parents can also participate on class field trips. Each month homeroom classrooms plan educational field trips where parents are able to attend and help supervise. This is a great opportunity for parents to learn more about the curriculum for them to build on their knowledge and understands of the classroom to help their child at home.</p> <p>Parents are informed about these opportunities through a plethora of communications. For example, phone calls, monthly calendars, teacher newsletters, special invitations, and posters. The Parent Coordinator is continuously reaching out to parents.</p>			
<p>Parent Outreach (Tuesdays 2:20-3:40):</p> <p>At Grant Avenue, we take full advantage of our parent outreach time on Tuesday from 2:20-3:40pm. During this time, teachers are either holding meetings with parents in their classrooms or contacting parents over the telephone. In their discussions, there are a variety of topics that have been covered. Some of the areas that are covered are on updating parents on their child’s progress in the class, educating and modeling the curriculum to the parents on how to help their child at home and collaborating on ideas and organizing Family Friday events.</p> <p>Teachers document how they use their parent outreach time. The teachers state who they met/spoke with and what the nature of the conversation was.</p>	All parents/guardians	Every Tuesday throughout the school year.	Teachers
<p>Parent Celebrations:</p> <p>At Grant Avenue, we hold our parents to a high standard. Due to this high standard we like to celebrate parents and give them the recognition that they deserve. The Dean of School Culture, the Parent Coordinator and the administration are consistently giving parents positive verbal praise for helping their child be successful in school. The Dean of School Culture has an attendance awards ceremony to celebrate the parents who bring their child to school every day on time and/or whose child has not been absent one day for that given month. Some of the more intimate parent celebrations are thought the Parent Coordinator. Each year, the Parent Coordinator holds a parent appreciation luncheon. At this luncheon, the Parent Coordinator and Administration celebrate parents who have given their time</p>	All parents/guardians	<p>Parent Attendance Awards are given out monthly</p> <p>Parent Luncheon is held in the Spring</p> <p>Parent Celebrations</p>	Dean of School Culture, Parent Coordinator, Administration, Classroom teachers

in order to better the school.		are held periodically throughout the school year	
<p>Middle School Applications:</p> <p>At Grant Avenue, we feel that it is important for parents to be knowledgeable on the middle school transition and application process. The guidance counselor and IEP teacher hold an introduction meeting to inform parents on the middle school process in mid-September. During this meeting, the counselor and teacher discuss the process of selecting schools, admission criteria, open houses, and application time line. Also, the middle school directories are sent home to parents.</p> <p>Then in October and November flyers are sent home with the students about middle school fair and open houses. These flyers go out weekly to remind parents how important it is to attend open houses.</p> <p>Towards the end of November and beginning of December the counselor and teacher hold middle school application sessions. These sessions are to assist parents with the completion of their child’s middle school application. At these sessions, parents are able to address any concerns or questions they still might have about the process. There are middle school directories and computers for parents to use if they still need to complete some research on middle schools.</p> <p>During this whole process, parents are able to reach out to the Guidance Counselor or the IEP teacher at any time about the middle school transition process.</p>	All parents/guardians	All throughout the school year	Guidance Counselor, IEP teacher , 5 th grade teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title I and FSF for staffing- Parent coordinator and staff including our AP, Dean of School Culture, and Guidance Counselor, Title I Translation funds for per session translation and supplies, Title I funds for events and CAAS system

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

Our Parent Coordinator will prepare reports of year to date parent participation by January 15th. Data will be gathered from our CAAS system and from classroom door parent sign-in sheets. To meet our goal, each family will need to have participated at least two times by January 15th.

Part 6b. Complete in **February 2015**.

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running Records benchmarks.	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 minute 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 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.	Varies based on student need. Methods include: Push-in small group instruction Pull-out small group instruction One-to-One conferences	Services are provided during the school day.
Mathematics	Go Math Chapter Test performance	Mathematics Intervention is	Varies based on student need.	Services are provided during the school day.

		provided by our classroom teachers as part of our Math Workshop. We incorporate additional components of the Go Math program to differentiate learning for our students during small group instruction throughout the day.	Methods include: Push-in small group instruction Pull-out small group instruction One-to-One conferences	
Science	Assessments administered by classroom teachers	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 or pull-out periods 1-3 days per week for 20-50 minutes in Guided Reading and Small Strategy Groups	Varies based on student need. Methods include: Push-in small group instruction Pull-out small group instruction One-to-One conferences	Services are provided during the school day.
Social Studies	Assessments administered by classroom teachers	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 or pull-out periods 1-3 days per week for 20-50 minutes in Guided Reading and Small Strategy Groups.	Varies based on student need. Methods include: Push-in small group instruction Pull-out small group instruction One-to-One conferences	Services are provided during the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Referrals from classroom teachers and PPT.</p>	<p>The Guidance Counselor provides individual and group counseling for students that need additional support at-risk. The Dean of School Culture also meets with targeted groups of students. The counselor and Dean of School Culture reinforce core values in sessions. Additionally the Counselor and Dean of School Culture reach out to families and students and provides behavioral modifications that can be addressed in school and at home to enhance the learning of all students.</p>	<p>Varies based on student need. Methods include: Push-in small group instruction Pull-out small group instruction One-to-One conferences</p>	
--	---	---	---	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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. For the past four years we have been selected as a model school by Teachers College Reading and Writing Project and we host 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.</p> <p>New and returning teachers are supported in a variety of ways. All new teachers are matched to one of our lead teachers as a mentor. Partners meet for weekly meetings that support best practices. New teachers also are mentored by grade leaders and administration. Our teachers also take advantage of learning from their peers, conducting intervisitations over the course of the year to observe best practices taking place in our classrooms. 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</p>

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Each Winter, our parent coordinator and teachers visit local preschool programs to share information about our school. Then families are invited to our school for Open House tours. Several of the programs bring all of their students to our school for a field trip to give them exposure to what Kindergarten is like. Families are invited for an orientation in May and then again in September to ensure that home and school are connected in supporting the social-emotional and academic needs of transitioning Kindergarten students. In June, registered students are invited to come in and meet some of our teachers and to take part in a preliminary assessment of academic performance. All of our families are invited to a Back to School Celebration Picnic in August, Curriculum Conferences in September and Family Fridays. All of these structures have been established to help all of our families transition as new members of our school community and ensure that families are welcomed as active partners in education

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are included in decisions regarding the assessments we use. We convened a committee to decide on the MOSL assessments for the 2013-2014 and 2014-2015 school years. Teachers were also invited to meetings to evaluate curriculum choices for the new math program that we have adopted; the quality of the assessments and performance tasks was a critical factor in our decision to adopt Go Math! Teachers also have the opportunity to provide administration with feedback on our local assessments via grade team meetings, and vertical leadership meetings

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	404,462	x	9-12, 15-21, 23-26, 28-31, 32-39
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	66,599	x	9-12
Title III, Part A	Federal	11,548	x	9-12
Title III, Immigrant	Federal	N/A	x	N/A
Tax Levy (FSF)	Local	2,775,524	x	9-12, 15-21, 23-26, 28-31, 32-39

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Grant Avenue Elementary, 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.

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.

School-Parent Compact (SPC)

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly 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.

Grant Avenue 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

- Right to a safe learning environment
- Right to give and receive respect from all members of the community
- Right to identify and build on your strengths
- Right to express your opinions and ideas respectfully
- Right to know how you are doing in your classes through conferences, progress reports, and report cards
- Right to receive guidance, counseling, and advice for personal, social, and educational development from staff

members and community advisors

-

Responsibilities

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

Grant Avenue Elementary School Community Standards

**Developed for our students to preserve the
safety, trust, strengths, and success of every individual.**

With our words:

We respect other people.

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

We tell the truth.

We don't tell lies.

We use appropriate language.

We refrain from using curses or other foul language.

We are mindful of other people's conversations.

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

With our bodies:

We are careful with other people's bodies.

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

We are respectful of other people's things.

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

We take care of our school property.

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

With our minds:

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

At Grant Avenue Elementary School

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

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

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

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

We walk and don't run.

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

If you do not follow the Grant Avenue Elementary School Community Standards,

you will be asked to try to solve the problem you created.

You may have to:

Apologize with your words or in writing

Participate in mediation

Lose privileges

Meet with an administrator or guidance counselor

Be suspended

Be aware that:

Your family may be contacted.

Inappropriate items will be confiscated.

****Grant Avenue Elementary School adheres to Citywide Standards of Discipline and Intervention Measures of NYC DOE.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 449
School Name Grant Avenue Elementary School		

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

Principal Kristin Erat	Assistant Principal Asalmah George
Coach	Coach
ESL Teacher Rebecca Akselrad	Guidance Counselor Jennifer Yepes
Teacher/Subject Area Mr. Granillo, 3rd Dual Language	Parent Ms. Harrison
Teacher/Subject Area Ms. Andrade, 2nd Dual Language	Parent Coordinator Lisa Cherry
Related Service Provider Anthony Marra, SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	444	Total number of ELLs	87	ELLs as share of total student population (%)	19.59%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	74	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	12			1						13
ESL	62		16	12		1				74

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	74	0	16	13	0	1	0	0	0	87
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE Spanish	6	11	5	18	5	14	4	14											20	57
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	6	11	5	18	5	14	4	14	0	20	57									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>59</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>7</u>	Asian: <u> </u>
Hispanic/Latino: <u>59</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>11</u>

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	8	5	6	6	10	7								42
Chinese		1	2											3
Russian														0
Bengali	3	2												5
Urdu														0
Arabic		1												1
Haitian														0
French	1	2	3			1								7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		3	2		4									9
TOTAL	12	14	13	6	14	8	0	67						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	2	5	1	4	3								25
Intermediate(I)	6	12	8	6	2	1								35
Advanced (A)	2	5	5	3	8	4								27
Total	18	19	18	10	14	8	0	87						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	11	1	1		13
5	3	1			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	10		3						13
5	7								7
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		3				9
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Grant Avenue is a Teacher's College Reading and Writing Project School. We use the Fountas and Pinnell system to assess early literacy skills as well as concepts of print and sight word assessments. Our dual language program uses Spanish running records, portions of EL Sol and Estrellita to measure both Spanish language phonemic awareness and early literacy skills. According to

September 2013 reading levels, we collected the following data. Please note that the English levels below reflect summer reading loss, are in line with English proficiency levels, IEP status, and act as a baseline for the academic year. Students may have made significant progress since September but data will not officially be entered again until the middle of November. The quantitative data reveals: 17 Kindergarteners, 3 first graders, 3 second graders, 1 third grader, 1 fourth grader, and 1 fifth grader are all early emergent readers and in most cases this corresponds with their English proficiency level/ emerging ELL status as new arrivals. 8 first graders are reading on a level A. 6 first graders, 1 third grader, and 1 fourth grader are reading on a level B. 3 first graders and 4 second graders are reading on a level C. 1 fifth grader, 1 fourth grader are reading on a level D. 1 first grader, 2 second graders, and 1 fifth grader are reading on a level E. 1 first grader and 1 second grader are reading on a level F. 1 second grader and 1 third grader are reading on a level G. 3 second graders and 1 third grader are reading on level H. 1 second grader on level I. 1 second grader, 1 third grader, and 1 fourth grader is reading on a level J. 1 second grader and 1 third grader on level K. 2 third graders, 1 fourth grader, and 1 fifth grader are reading on level L. 1 third grader and 1 fourth grader is on level M. 4 fourth graders are reading on level N. 2 fourth graders and 2 fifth graders are reading on level O. 2 fourth graders are on level P. 1 fifth grader is on level Q. 1 fifth grader is reading at a level T. Based on September reading data in 2013, nearly all ELLs are reading below grade level and the implication for instruction is that we need to further support these struggling readers with stronger core instruction so to prepare them for the demands of rigorous common core learning. We will focus on securing decoding and comprehension strategies. With the demands of common core, we are emphasizing more accountable talk, more collaborative conversations, more exposure to the shades of meaning that belongs to academic vocabulary, have turned complex parts of texts into shared readings, are identifying evidence from pictures in texts, and are drawing evidence from smaller chunks of text to help with this work at all levels. As a team of educators, we are looking at how we can work together and pull our resources to strengthen this reality.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

At Grant Avenue, there are 18 ELLs in Kindergarten, 19 ELLs in 1st grade, 18 ELLs in 2nd grade, 10 ELLs in 3rd grade, 14 ELLs in 4th grade, and 8 ELLs in 5th grade. The NYSESLAT and LAB-R data shows that there are 25 beginner ELLs, 35 intermediate ELLs, and 27 advanced ELLs with a total of 87 ELLs school-wide equaling 19.59% of the total student population. Our focus should be pushing the 27 advanced ELLs to full proficiency by focusing on the lagging skills indicated by last year's results which revealed a pressing need to strengthen the writing modality. The second need is to support the 25 beginner ELLs with basic vocabulary, picture cards, letters, sounds, and phonics. The third need is to address our largest group of ELLs, the intermediate learners, especially in 1st and 2nd grade because this is where the bulk exists.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the 2013 NYSESLAT, 52.05% or 38 out of 73 ELLs met our Annual Measurable Achievement Objectives, AMAO, as measured by passing the NYSESLAT, increasing a level, or by increasing from a beginner Lab-R score to a higher NYSESLAT score. The data suggests that more than half of our ELLs demonstrated significant gains in English proficiency and this is concrete evidence that speaks to the effectiveness of our programs at Grant Avenue. The data revealed that 8 ELLs passed the NYSESLAT in 2013, 22 ELLs went up a level (including one student who increased 2 levels from a beginner to advanced level), 16 ELLs stayed the same level and unfortunately, 2 went down a level. Additionally, 8 ELLs increased from a beginner score on LAB-R to an intermediate score on the NYSESLAT (including two students who scored a beginner on the LAB-R and received an advanced score on the NYSESLAT). The data also suggests that writing was the lowest performing modality for 59 students who all scored below a raw score of 16 in writing, which implies that writing is an area that needs improvement. The remaining 5 students scored lowest in the listening modality. The second lowest score for 30 ELLs was reading (including 5 students who scored equally second lowest in reading and listening.) Speaking doesn't seem to pose a problem for our ells and this makes sense because social English known as BICS comes more naturally than other modalities. The implication of the data is that writing is our primary concern and we will need to focus on ways to improve this important modality. One way to achieve this is to teach more strategies centered on writing structures and organization so that students will be able to articulate their ideas clearly on paper. The school discusses the data above and uses it in conversations about the direction of learning, to shape the ESL schedule, and to form flexible ELL groups/partnerships.

Please note that the 2013 RNMR modality report in ATS is not yet available as of November 5, 2013.

4. For each program, answer the following:
- 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?

4A. ELLs generally perform higher on English assessments but we believe this is partially due to the fact that we operate in an English dominant environment. Although with time, progress in both languages is projected to even out.

4B. Grant Avenue does not participate in ELL periodic assessments but we do use acuity data and hone in on ELL scores. We use the NYSESLAT scores to inform our instruction and to define areas of focus for further development of skills, vocabulary, lessons, and strategies. The discussion about test results and implications of these results includes school leaders during SLT meetings, grade team meetings, and individual meeting with both the ESL teacher and dual language teachers.

4C. As stated in question 4B, our school does not elect to participate in the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses multiple sources of data including classroom work, observations from the classroom teacher, conversations with families, educational history, consultations with the ESL/bilingual teacher, knowledge of native language capacity/challenges, and the outcomes from the initial screening tool. We follow the time line outlined in the RTI manual and strengthen the core instruction, tier I, before proceeding with more targeted action. We know that ESL is part of the tier I core and we how important it is to supporting ELLs who are considered for RTI. We will take a close look at the context of instruction in order to ensure that it is both culturally and linguistically responsive and consider the amount of time in the country/ school setting. We observe if the ELL's difficulties and perhaps disabilities exist in the native language as well in order to differentiate if the origin of the disability. We also look at if the behavior in question mirrors a learning disability or a classic behavior that is an expected stage in the second language development. We observe this child's performance levels as compared to others in the same profile. We will observe the ELLs performance in all four modalities, oral language production/ oral language comprehension, code-based skills, meaning based skills, vocabulary knowledge, and conceptual knowledge. As a team we design and implement a targeted plan and move through the natural steps in the RTI for ELLs process. Lastly, we monitor progress over time and shift the plan according to the changing needs of the child so that the plan remains relevant to the student in need.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Grant Avenue ensures that the child's second language is considered in instructional decisions. This is evident because all decisions regarding ELLs are primarily made with the help of either the ESL or bilingual teacher. In the consultation, the team will ask for their professional opinions based on their knowledge of the child, multiple sources of information on this child, and second language acquisition. The information provided by the ELL specialist plays an integral role in the process. These consultations happen when considering specific ELLs during our support team time, PPT time, and during IEP evaluations as well. We also consider language proficiency and second language acquisition when considering a child's student work, writing, and on reading assessments. During IEP team meetings or with conversations with school leaders, the ESL teacher advocates for the ELLs and presents where students should be performing based on their second language development so that all decisions are informed decisions.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

7A. English proficient students are assessed with Spanish running records, English running records, writing rubrics for each published piece in each language at the end of every unit. English proficient students are also assessed with parts of EL SOL, Estrellita, and high frequency Spanish sight word trackers.

7B. There are a variety of levels among the English proficient students in our Dual Language Classes. We have some that are reading at an equal level in both languages because they smoothly transfer strategies from L1 to L2 and others that are emergent in the second target language. The latter reflects that we recruited some brand new EP students so to even out the 50:50 balance of students and this group needs more time to show large gains in acquisition.

7C. This coming school year will be our first dual language class to take state exams and so there are no scores as of yet to analyze.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. We evaluate the success of our programs for ELLs based on both quantitative and qualitative data. As highlighted above, 52.05% of ELLs demonstrated AMAO progress, which counts towards AYP. Conversations about successes and challenges happen regularly during SLT meetings, SBO time, grade teams, and dual language vertical planning time. Please see a more expansive answer in question 10 and 11 under the ELL programming and scheduling section under part 5 of the LAP.

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

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

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 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 (soon to be NYSITELL), 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 (soon to be NYSITELL) 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 by this letter, by phone, and/or in person to a school orientation where the parents choose the most appropriate program for their child. The presence of a home language at home as indicated on the HLIS, the information from the interview, and the scores from the LAB-R set the purpose of the conversation during the EPIC orientations. Hand scores from the LAB-R results are maintained by the ESL teacher at school and proficiency scores are formally determined by the results that are found on an RLAT report when they eventually become available in ATS.

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 in the administrative binder. The parents' selection is then recorded in the ELPC screen in ATS. 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, HLIS forms, EPIC parent surveys, title III permission slips, BESIS, Extension of Services, RLAT results, copy of the LAP, teacher certifications, and other relevant documentation is maintained in the Grant Avenue ELL administrative binder that is located in our ESL office, room 118.

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.

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 offering 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 in the native language, and parents are encouraged to ask any questions that pertain to the 3 available programs during a meeting with the ESL teacher. The ELL parent orientation process takes place within 10 school days of being admitted. The EPIC trainings and classroom visits happen within the first ten days of registration for each ELL family. The ELPC screen is recorded and updated within 20 days after a student is admitted to our school. 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 contacting and communicating with families at home through phone calls, face to face interaction, and written notes home in the appropriate language. Our outreach plan involves advertising our programs at a variety of local pre-K schools, holding Kindergarten recruitment meetings, Kindergarten tours, and dual language specific Kindergarten orientations for new incoming students. Recruitment for our dual language programs in the upper grades begins at the end of the previous year and involves (families or teachers) identifying students who are at or above grade level benchmarks because this demonstrates a readiness to learn a second language. Following, we invite families to have a conversation at school so to explore the level of interest in learning a second language, authorize the change in class, introduce the new language routines of the dual language program, set dual language expectations, review a power point presentation, as well as warmly welcome them to the dual language program. Grant Avenue believes in ensuring that families remain an intergral part of the placement process. We also monitor the progress of our students. We have several built in checkpoints to ensure students are on target including structures like parent teacher conferences or will schedule a meeting at a month mark, three month mark, and end of year mark as well.. If the team of educators and families together decide that the dual language program is not a good fit, we will make the appropriate change and recommend a monolingual setting. We will also schedule a meeting with families not only if there is a concern but also to express a commendation as well. We work with families to keep the conversation open and to provide the most appropriate setting for their children. Our ESL teacher is always available for individual consultations and meetings with families who need extra support throughout the year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 for 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, by sending them home in the child's red folder that families check daily, or mailing the letters to the appropriate address listed on a student's blue emergency card. Copies of these letters and evidence of receipt of these letters are maintained in the ELL administrative binder that is securely stored in the ELL office. These functions are done punctually so that we can maximize student learning in the most appropriate setting at Grant Avenue Elementary School.

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.

First and foremost, parent's choice dictates the placement of a new, incoming ELL in both ESL and dual language. 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 during the Epic orientation. Parents are invited to observe classes and familiarize themselves with current research that outlines the benefits of each program. The parents indicate their decision on the program selection form and the child is placed in the appropriate program. We honor a parent's first choice and 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. The ELL parent orientation process takes place within 10 school days of being admitted. The EPIC trainings and classroom visits happen within the first ten days of registration for each ELL family. The ELPC screen is recorded and updated within 20 days after a student is admitted to our school. 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.

The conversation about identifying the appropriate program for their children begins with the HLIS and an initial dual language interest form (presented in English and Spanish) that is in the registration packet. The formal conversation about placement in either program happens during the EPIC and information is presented in the native language of the family. Our ESL teacher, Ms. Akselrad, speaks Spanish and when appropriate can fluently present the options to families in Spanish. She will call other staff members who speak Spanish, French, and Bengali or consult the translation services when necessary so that information is clearly communicated in the family's home language. 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.

In 2012, we introduced a new procedure and criteria for Kindergarten placement and it is noteworthy here because it effects the placement of students in our dual language program. As a result of a combination of factors including an attempt to balance the dual language class composition with 50 percent native Spanish speakers and 50 percent native English speakers, as well as, a large amount of families indicating (in their registration packet) a high interest in our dual language program, we made improvements and changed our criteria for dual language selection. This change is a response to both the reality and data relating to our dual language classes and looking at how students are fairing in the upper grades. The change requires families to demonstrate a commitment to supporting the learning of a second language at home. Families demonstrate this commitment by attending dual language orientations and engaging in a conversation with trained pedagogues. In the upper grades, students entering the dual language program must be at or above grade level benchmarks to be considered as a candidate for our dual language program. In the lower grades, specifically Kindergarten, we introduced an initial, teacher created assessment that is given to our incoming K cohort. This assessment was designed to elicit end of year K skills. It also addresses all four modalities, an oral language interview, letter/sound identification, sight words, math concepts, and a writing sample. The assessment is administered in the student's dominant language and the goal is to ensure that students entering our dual language program are secure in basic, Kindergarten skills in either English or Spanish. The assessment helps us identify students who are cognitively ready for meeting the challenge of grade level benchmarks, meeting common core rigor, and meeting the challenge of learning a second language. The assessment is given in the spring of the previous school year so to aid in crafting the Kindergarten classes. The results are analyzed and key players who represent the different subpopulations are present for the June discussion in preparation for the upcoming school year. In preparation for this meeting, our ESL teacher makes a spreadsheet that indicates, home language, dual language interest, IEP status, pre-K exposure, and any additional information that may be helpful in crafting our Kindergarten class. The school leaders, ESL teacher, K special education educator, and the K grade team leader all sit down and make instructional decisions as well as place children in light of the data. In September, the ELL identification process described above occurs and slightly shifts placement based on parental choice. For changes to occur with non-ELLs, there is a two week waiting period before we make switches so to give the placement decisions a full chance and to minimize disruptions to instruction. The process and change has made an important impact on our students. Inadvertantly, it has also created much stronger collaboration among school leaders, outside service providers, and our grade teams because everyone is on the same page and made a data driven, collective decision based on the information provided at the time of placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Grant Avenue Elementary School is in its fifth 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 with close consultation of the rubrics by two trained pedagogues including one that represents an objective perspective on the oral language capacity of the child. 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. Scoring of the writing section is done as a team and is recorded on answer documents with signatures of each team member. 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 comunicated to families during parent teacher conferences, letters home, or during 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 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

Grant Avenue was a new school that opened in September 2009. The trend over the past five 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. Even though we present TBE and offer a transfer to a neighboring school, all families have chosen to remain in our school setting and choose either dual language or ESL. We monitor trends in program selection by reviewing our parent selection choices, visually representing the data on a table that shows parent's choices over the last 5 years, consulting the ELPC screen in ATS, and noticing patterns that reflect the data. Our student placement and program models are aligned with the 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 always honored that change. We set up meetings with the family and collaboratively make decisions that consider the best program that will serve the child best according to his or her need. Three years ago, 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. For two consecutive years, we have introduced a K assessment and some new placement procedures outlined above in question number 4 to help balance the dual language classes with students who are cognitively ready for the challenge of learning two languages. Our dual language vertical planning team is always keeping an active eye on the program and making creative improvements that will benefit all students in our programs. The central aspect that is important to maintaining alignment between program placement and parental choice is clear articulation among educators and fluid communication with families so to best support our students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Description of Program:

Grant Avenue Elementary School opened for the very first time in September 2009. This is our fifth academic year and we are located in the Bronx, NY. Grant Avenue serves a total of 87 English Language Learners (ELLs) in grades K-5. Our English Language Learners comprise 19.59% of the total student population. We follow a combination of a push in model in K-1 and a pull out model of English as a Second Language (ESL) in grades 2-5. Twenty ELLs are enrolled in our dual language, seventeen ELLs are in self-contained classrooms, twenty nine ELLs have individualized education plans, and sixty seven students receive ESL instruction in both the general and special education classrooms. Our demographics are diverse and include speakers of Spanish, French, Bengali, Arabic, Chinese, Bambara, Fulani, 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 pulls out or 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 while incorporating college and career ready skills that belong at the heart of 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.

1. The nine common features of successful ELL programs are addressed and implemented at Grant Avenue in that our school leaders wholeheartedly believe that our ELLs can succeed and that they are held to the same high standards as the rest of the school. It is part of our school-wide philosophy that "Best practices for ELLs are best practices for all students." This sets the tone for how language is viewed and valued school-wide. The school continuously monitors ELL student progress by collecting data, analyzing this data, constructing portfolios with attached rubrics, and student work is regularly analyzed in grade teams with the help of our ESL teacher. The teachers and school leaders know our ELLs well. Everyone collaborates to ensure that the needs of our ELLs are met and that instruction reflects and embeds ESL strategies. Across the school, it is evident that more visuals are used, accountable talk frames are prominently displayed, and academic vocabulary is a clear focus for all students. The ESL teacher often creates and shares resources with classroom teachers and helps them think through the academic vocabulary for each unit of study. Time to collaborate is available even though it is never enough. We are allotted SBO time on Thursdays, grade team time, dual language team time, and in the summer retreat before school begins. Collaboration is woven into the Grant Avenue fabric and is invaluable to both student growth and teacher support. Here, teachers learn from each other. Every year, the ESL teacher and dual language educators share strategies to support our ELLs. This year, the ESL teacher is providing a monthly workshop on Academic Vocabulary in Complex Texts. The curriculum and instruction is common core aligned and we encourage students to draw evidence from complex texts, promote academic vocabulary, present a balance of texts, and encourage students to write both arguments and informational texts. The school certainly values our families as the pulse of Grant Avenue. We take active steps to ensure that their presence and partnership plays an integral role in their child's success. In these ways, we are supporting our ELLs school wide by incorporating the nine components of strong ELL programs into the daily life at Grant Avenue.
- 1A and 1B: Targeted English instruction is delivered in both programs. Our ESL program is push for Kindergarten and first grade while it is a pull out program in the upper grades spanning 2-5. ESL students are homogeneously serviced by grade level and are heterogeneously mixed by proficiency level. Each grade is further broken down into subgroups with a high and a low classification based on NYSESLAT level and reading level. Our ELL-SWDs are serviced as a push in model with collaborative team teaching so as not to upset students who struggle with transitions. The ESL teacher will then provide individual support for the ELL-SWDs during independent practice time after the mini-lesson is presented. Our dual language program follows a 50:50 model in a self-contained classroom and target languages are used on alternating days. The classes have a heterogeneous variety of proficiency levels and adjust their instruction accordingly.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that the mandated number of instructional time is provided according to the proficiency level of each ELL. Our four certified bilingual teachers service our ELLs in the dual language program and our ESL teacher services our ELLs in ESL. Our outside service providers also help support our ELLs in literacy, math, and or to meet the services outlined on their IEP. In our dual language program, we follow a 50:50 model of instruction that is taught in English and Spanish on alternating days within a self contained classroom. The bilingual educators embed language supports in each of their lessons. They meet the mandated English Instructional time outlined in CR Part 154 in that they provide 100 minutes daily and 500 minutes weekly of English instruction in their periods that are dedicated to reading and writing workshop. Additionally, our dual language vertical planning team is developing an extra and specific block of time dedicated to advancing explicit English language skills with activities that promote academic vocabulary, phonemic awareness, oral language development with pictures, or reader's theatre to promote fluency. For ESL, CR-Part 154 mandates that beginner and intermediate ELLs receive 360 minutes of English instruction and advanced learners receive 180 minutes of ESL instruction. The ESL schedule meets this requirement and the groups are composed directly from the LAB-R results, NYSESLAT reports available in the RLAT reports, and the detailed RNMR modality reports from ATS. 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. This year, kindergarten and grade one is a push in ESL program and 2-5 is a pull out program where our ELLs meet in smaller groups in the alcove outside the classrooms. Our ESL program is structured so that ELLs are serviced homogeneously by grade level and heterogeneously by proficiency level. This is done so that ELLs are receiving grade level appropriate work. Within each grade level there is a high and low group. When looking at the ELL schedule, it is apparent that every ELL in ESL is serviced every day (sometimes twice) and where applicable, some ELLs with lower proficiency levels join other groups to get foundational skills of other grade levels and so that they also receive their mandated minutes. As a concrete example of how Ms. Akselrad meets the mandated time, I will narrate the schedule of a beginner ELL in fourth grade. On Monday, Ms. Akselrad pulls out the beginner ELL group for 50 minutes during first period reading workshop. On Tuesday, Ms. Akselrad pulls the group 7th period and during math instruction in extended day totaling 90 minutes. On Wednesday, Ms. Akselrad pulls the group 3rd period and during extended day totaling 90 minutes. On Thursday, Ms. Akselrad pulls the group during 3rd period for 50 minutes. On Friday, Ms. Akselrad services the student during 5th period for 50 minutes and supports the student during 7th period during Family Friday learning activities, which is also an opportunity to simultaneously connect with the student's family as well. The total number of minutes that this beginner fourth grader receives is 390 minutes per a week. Our SLT is one team that is always thinking of creative solutions regarding smart placement of certified educators so to meet compliance mandates and maximize instructional time for students.

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

At Grant Avenue, we use Teacher's College Reading and Writing Workshop, Go Math!, Social Studies Curriculum (follows the NY State standards and essential questions), and Full Option Science System (FOSS Science Curriculum). The content areas of Math, Science and Social Studies are naturally thematic and offer multiple entry points for our ELLs.

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, encourages the use of math manipulatives, and makes real life connections to math when possible. Our ESL teacher, Ms. Akselrad, creates many curricular units that are specific for ELLs and based on the social studies and science curriculum. She will continue to do so this year especially in support of CCSS. An example of this work is the fourth grade non-fiction unit on the Ocean. The essential question that guides the unit to inspire critical thinking about human impact on an ecosystem is, "How do people hurt or help the plants and animals?" In this unit and every unit there is thematic academic vocabulary, thematic roots stemming from words like marine biology, sentence starters, sentence level analysis, study text features, close readings of chunks of texts, citing evidence from texts, crossreferencing facts in several sources, and a final performance task to create a research based informational book. This unit is non-fiction but it also is strategically selected in that it simultaneously sets up the next unit on building an argument about the benefits or disadvantages of human impact on marine life and also prepares the content/vocabulary necessary to explore the properties of water which is covered later in the year. Ms. Akselrad also uses science to teach the steps to researching like a scientist, the importance of setting research questions, question formation, testing smart guesses (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" Ms. Akselrad uses the content areas to support CCLS work in ESL and helps mainstream classroom teachers integrate ELL strategies.

During all 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 various scaffolds to provide a context and visual for our ELLs. One way they do this is to incorporate realia (real objects from the real world). Another way they do this is through the use of Total Physical Response, TPR, a researched based ESL strategy to increase memorization by feeling the words through their whole body and learning the language with action and movement. As the language of our ELLs is emerging, we believe it is critical to provide non-verbal communication cues, modeled talk, dramatization, and shared, hands on experiences.

Our dual language classrooms engage in the same curriculum as the rest of the school. What this means is that they engage in the same work but use both Spanish and English on alternating days to teach the content areas which are aligned with the 50:50 model. Our Go Math program is taught everyday 50:50. Science and Social Studies are taught 50:50 twice a week. We make an effort to provide content area materials in each language. During non-fiction units, dual language classes like in ESL, teach through the content areas so to embed more content instruction. This way, content area academic vocabulary is taught thematically, content area read alouds are read, content area language prompts are given to encourage accountable talk in both languages. At Grant Avenue, the dual language students are held to the same standards and benchmarks. The students learn the same material in two languages, Spanish and English on alternating days of the week. The dual language classrooms have specific supports in place to help the students learn best. There is a native language leveled library filled with Spanish texts and students read "just right books" in Spanish. They have assessments and running records in both languages. They have word walls in Spanish and English. The students have picture cards including a variety of action words, common nouns, descriptive words, and emotion cards that have pictures and the corresponding word in Spanish and English. The dual language classrooms have charts with specific reading strategies in both languages. The children sing songs, poems, music, move, practice TPR, and do shared readings in each language. The families in these classes are encouraged to continue speaking to their children in their native language because the research supports that they will be able to transfer the skills from their first language to their second language. The dual language class has access to the same materials and resources as all our students so that they can be literate and be successful in two languages. Lastly, in light of CCLS there is more exposure to complex texts, drawing evidence from texts, using text dependent questions, and explicitly focuses on academic vocabulary. CCLS assessments are based on performance tasks from the Common Core Library and Measure of Student Learning. Each unit has a rubric in order to have collaborative conversations about student work. Our professional action plans are tied to assessment. The ESL teacher is using CCLS as a guide in that the bi-weekly assessments are close readings of a complex paragraph from a non-fiction text. The students mark up the evidence that supports their answer and they have to figure out the meaning of academic vocabulary based on the words in the text. Additionally, ELLs are assessed with monthly writing samples that mirrors the format of the NYSESLAT.

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

ELLs are initially evaluated on Spanish language dominance through the Spanish LAB and are appropriately evaluated in their native language through running records in Spanish and data is formally collected throughout the year. Our dual language classes also draw from parts of EL SOL and Estrellita primarily for the use of the letter identification, phonics, and the leveled sight word list. Additionally, when available and appropriate, we provide translations in the native language for state exams like Math. We also have a growing collection of texts in other native languages as well but do not yet have of formal evaluations of other native languages beyond Spanish. We can however conduct formal interviews with students regarding basic skills and oral language production for languages like Bengali and French because we have staff members who can help provide this accommodation and initial assessment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading is assessed on an ongoing basis but data is formally collected five times a year in English and our dual language classes formally assess Spanish 3 times a year. Writing is assessed daily as well as a published piece formally with rubrics and checklists. Oral language is elicited during turn and talks and tiered questioning throughout the lesson that will produce different levels of English throughout. Speaking is also evaluated with a rubric as students are asked to use descriptive vocabulary to talk about what is happening in a picture. Listening may be assessed informally daily through comprehension of read alouds and formally through the listening section of acuity, test sophistication preparation, and state exams. Observations and conference notes help document the outcomes of the four modalities. Every spring, ELLs are evaluated in all four modalities on the NYSESLAT and their progress is measured from year to year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Grant Avenue differentiates our instruction for ELL subgroups by crafting differentiated lessons with differentiated language

objectives.

6A. SIFE students are students who entered the U.S. after second grade or are functioning 2 years below grade level. Our plan to accommodate these students is to provide targeted support in literacy and native language support as well in order to build a strong foundation that will help guide them to producing grade level work. They will also work with our AIS teacher as needed, attend extended day, and are invited to our Title III afterschool program in the spring.

6B. Our plan for ELLs who are newcomers is to expose them to as much English as possible. We whole heartedly accept and embrace our new comers. Depending on the parent's program of choice, we scaffold the material to best meet their needs. We will assign a language buddy, start them writing and reading language patterns, and always activate prior knowledge of content and language so to connect them to the new material at hand. We are also explicitly exposing newcomers to English letters, sounds, vowel patterns, digraphs and sight words in order to build a solid foundation in literacy. We also will ensure that they are receiving the mandated time requirement and use lots of gestures and pictures to increase comprehension of basic language functions and academic vocabulary. We also provide structured conversation activities and routines throughout the school day so that our students will integrate well into the school community.

6C. Our plan for students who receive service for 4-6 years is that we are continuing to provide them with targeted instruction that will help their needs and harness their strengths. These students receive ESL support and AIS support. They are mandated to attend extended day and are invited to participate in our Title III program.

6D. According to the RYOS years of service report from ATS, we do not yet have students who have completed 6+ years of ESL service. Next year, we will have ELLs that will have received 6+ years of service and will take the status of Long Term ELLs. Our plan is that we will continue to strengthen the core instruction in ESL with a more targeted approach in areas of need. These ELLs will continue to participate in ESL, extended day, Title III, and perhaps AIS if it is appropriate. We will consider what is working, not working, and what we have not tried for these specific ELLs so that our instruction will be more relevant and reflect the needs of the student. We will focus our instruction accordingly as well as look at what is holding the student back from passing the NYSESLAT, acquiring proficiency in all modalities, and what is getting in the way of meeting grade level benchmarks. Depending on the outcome of the needs analysis of the long term ELL, we may do a combination of the following, increase targeted time with the student, increase strategy groups for areas of need, increase articulation between classroom teacher and outside service providers so to ensure the plan is carried out in both settings, check if the ELL is eligible for the RTI for ELLs process, increase family support, investigate what happens at home, and collaborate with families in order to reinforce strong work habits both at home and at school.

6E. Former ELLs who are deemed proficient after testing out within two years on the NYSESLAT are still entitled to testing accommodations on state tests, literacy supports as needed, ESL scaffolds, and educators keep a close eye to ensure that they are functioning on grade level.

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

Teachers of ELL-SWDs use the same instructional materials that are required of all students, exposed to complex texts, and are responsible for meeting the same common core standards. The difference however is in the method of presentation, consideration of UDL, and the use of differentiated tasks. Teachers of ELL-SWDs might increase the wait time for a response, slow down the pace of the lesson, use modeled talk, increase oral language practice, break information into smaller parts, incorporate more 'manipulatives', use tiered questioning, chunk up texts into smaller parts, provide more visual supports, and scaffold material so that students can have equal access to grade level work. Our instruction will additionally include social skills. The materials in all cases will be high interest, age and developmentally appropriate.

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

ELLs identified as having special needs are fully served and included in all programs school wide. Our school uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs to simultaneously achieve their IEP goals and English proficiency within the least restrictive environment. We do this primarily through articulation and collaboration among educators. The classroom teacher, the ESL teacher, guidance counselor, and outside service providers sit down and review IEP goals as well as set language expectations for each student. We all draw from our specialized knowledge to support the ELL-SWDs and implement these goals consistently. The outside service providers also meet in order to use flexible scheduling so that each student is being properly serviced without overlapping time slots. The key feature is that all educators of ELL- SWDs are sharing resources and ideas so to holistically support a student.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

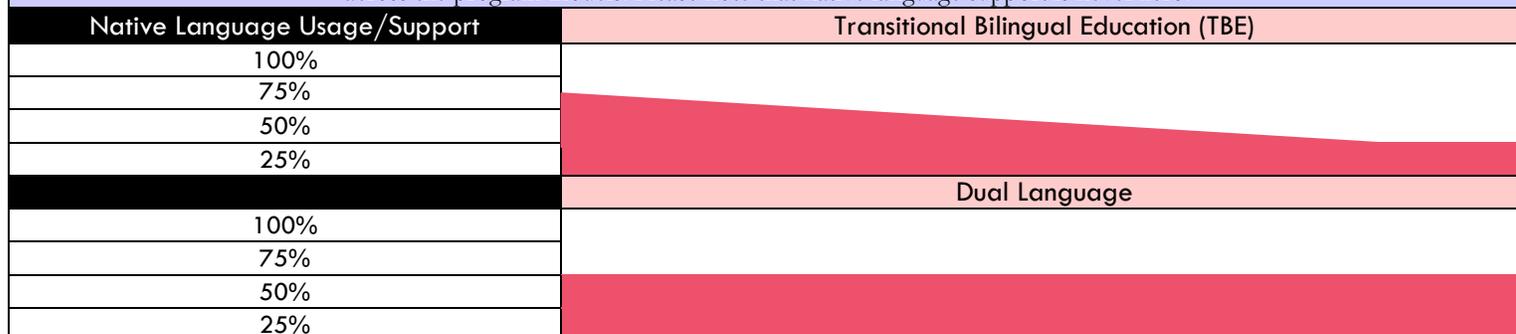
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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. Marra, supports our struggling readers and mathematicians as well in his pull-out program. We also offer an extended day program on Tuesday and Wednesdays that consists of extra math instruction for 40 minutes 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 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Grant Avenue has reflective educators. We are continually analyzing our needs and the effectiveness of our programs. We often collectively ask, "What is working right now? What is not working right now? How can we make what is not working work? What are creative solutions to mitigate difficulties together as individuals, team members, and school-wide?" These questions push us to refine our practice and work at our highest capacity. We solve problems as a team of educators and share best practices in order to learn from each other. We know our programs are successful because we see great strides in student progress. Through a quantitative lens, 38 students made AMAO progress as measured by passing the NYSESLAT, increasing a level, or by increasing from Lab-R score to a higher NYSESLAT score. What this means is that according to the 2013 NYSESLAT results, 52.05% of our total ELLs show significant gains in advancing their English skills. When looking at reading data, we can additionally mark the number of reading levels that students acquire in a year. Through a qualitative lens, this is most clearly evident in student work portfolios and in examples of ELLs who reach those "aha moments" when they gain independence in writing, reading, or in their productive language output. Other examples are when students acquire new skills like learning letter sounds, move up reading levels, solve problems, overcome struggles, and gain confidence.

11. What new programs or improvements will be considered for the upcoming school year?

At Grant Avenue there is a lot of strong work happening and we recognize that no program at any public school is perfect but here we put great attention on making sensible improvements that match our reality. This year, we rearranged our literacy units of study so that each grade vertically is learning non-fiction for example at the same time of year and this has helped our students make transferable connections among content across grades. We have also school wide been implementing more performance tasks and have made an effort to make units thematic. In light of teacher evaluations, school leaders are spending more time in classrooms and having professional conversations about practice. Among the educators, we are implementing more intervisitations so that colleagues can learn through constructive feedback and from one another. We are continuing to develop partnership with neighboring schools that have similar ESL or dual language program models to share best practices. In all teams and specifically in the dual language vertical planning team, we are engaging in the inquiry cycle, conducting more analysis of student work, and reflecting CCLS in our instructional practice. Last year, we received a generous gift to buy resources for our dual language program and this year, we are incorporating the new materials so that in the near future, each class will have equally robust classroom libraries. In our dual language team, we are assembling a Spanish resource toolkit in order to collect more Spanish language materials to use in our dual language classes. We are also developing an explicit language focused block of time that is dedicated to teaching foundational skills, academic vocabulary, speaking activities, and language skills that are outlined in the common core standards themselves. This year, we are continuing to be mindful of the 50:50 English proficient/ELL student balance in our dual language program and have refined the selection process by introducing the new criteria mentioned in part IV question 4 of the LAP. For our families and students, we had our first Hispanic Heritage Celebration and have our annual Multicultural Celebration at the end of the year. Furthermore, we are offering more family support and family workshops including those that give parents a clear sense of the new common core standards. We are piloting an adult ESL program for families of ELLs.

12. What programs/services for ELLs will be discontinued and why?

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equitable access to the curriculum and school community. They are fully integrated into our school and participate in all activities inside and outside of the classroom. ELLs partake in all of our specialty programs including social studies, literacy through content areas, dance, wellness, physical education, art, and music. At Grant Avenue, we have 6 additional programs in place that enhance learning. The first is an extended day program for an hour after school, which provides ELLs and all struggling readers with the opportunity to work on guided reading and implementing strategies in small groups. Second, our academic intervention specialist, Mr. Rahman, serves our ELLs and other at-risk, struggling readers in small groups. Third, our ELLs benefit from our Title III program that is heavily focused on implementing best practices for ELLs through the use of informational texts, technology, and thematic instruction. Fourth, as a supplement and outside enrichment, our school takes field trips that are relevant to the curriculum including a neighborhood walk and a trip to the local library. Fifth, we have weekly Family Fridays where families are invited into our classrooms to learn alongside their children. Sixth, we have a unique, weekly advisory program that stresses our schoolwide core values like 'making problems smaller.' Our teachers follow a curriculum called 4Rs Family Connections (Reading, Writing, Respect, Resolution) developed by Morningside Center for teaching social responsibility, mediation, problem solving, and conflict resolution without violence that will foster responsible and mindful citizens in our schools and community at large.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used during the school day include guided reading texts, read aloud/shared reading texts, poems, vocabulary cards, action cards, picture cards, emotion cards, classroom libraries, math manipulatives, puppets, white boards, alphabet cards, music, and language games. Technology is incorporated into our lessons through the use of websites that promote literacy and ELLs can listen to stories to increase their auditory skills. Like in our Title III program, we project big books onto the wall for shared reading. We also use books on tape and have phonics CDs. Some classrooms are equipped with smart boards and a limited number of computers are available to increase interactive learning. Many teachers have IPADs and document cameras as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our dual language program offers native language support in that the teachers are bilingual speakers of Spanish, books are available in the native language, and Spanish is used on alternating days. Our Spanish, bilingual ESL teacher uses the native language as a support (as per the CR 154 regulations, 25% of the time)for newcomers. Native language, Spanish, texts are available for both our ESL and Dual Language classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Grant Avenue believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. At first, we mainly draw on non-fiction texts that may be low level but high interest because even beginner ELLs can connect to the content by activating background knowledge on the topic or theme as well as access the information through both the photographs and captions. We know that students will gradually move reading levels as they acquire new skills. We do however, expose every ELL no matter their IEP or proficiency status to complex texts that are grade level appropriate and scaffolded by the teacher with supports like providing a word bank, providing sentence starters, heavily focusing on visuals, and chunking up the text so students are marking key words while being guided through the complexity paragraph by paragraph.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At the beginning of the school year, we have a family picnic day where ELLs and all students can meet and greet their teachers. We engage in many icebreakers and introductory conversation activities where newcomers can participate and practice oral English. Some of the activities will include pictures and hand gestures to invite more newcomer participation. We also pair our newcomers with other students so that they have a strong language model and a guide in their new setting. New ELLs that arrive throughout the school year are immediately integrated into either ESL or dual language program. They are also integrated through the use of routines. Our ELL coordinator monitors the transition as well as reaches out to new families to check that the adjustment is smooth and that the student feels comfortable in the new setting.
18. What language electives are offered to ELLs?
- The language elective offered to ELLs is Spanish and English as presented in our dual language program.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

19A In our dual language program, the language of instruction is equally 50 % Spanish and 50% English. The instruction is given by certified bilingual teachers who teach in the appropriate language on alternating days of the week in a self-contained classroom.

19B. 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.

19C. 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. We have a sign outside that indicates which is the language of the day and it is also discussed during morning meeting when the teacher's convey the flow of the day. There are separate word walls for each language. There are separate places in the room for each content area and charts are provided in both languages. The children have become accustomed to the routine, know to expect a different language each day, know where to look in order to access the appropriate anchor chart that matches the daily target language.

19D. 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 a 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.

19E. Emergent Literacy is taught simultaneously in both the native language and target language. The dual language teachers 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.

C. Professional Development and Support for School Staff

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

1. Grant Avenue is a Teacher's College Project School and all educators attend professional development workshops at TC. Our ESL teacher and the dual language educators attend workshops at Teacher's College that are specific to Best Practices for ELLs and small group instruction. Our ELL educators work 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. Our ESL teacher represents Grant Avenue in our network and participates in the annual 3 part language series with our Network ELL Compliance and Performance Specialist, Amanda Gardner, so to further learn how to build ELL capacity programs at our school. Ms. Akselrad also attends other related ELL workshops that are compliance related workshops like those associated with AMAO, NYSESLAT, or RTI for ELLs. Our ELL educators often attend workshops sponsored by BETAC, TESOL, and NECTFL. Last year, we sent all our ELL educators to the Bilingual Symposium and we will continue to do so if our budget permits. 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 and the ELL educators can share their knowledge of ELLs with classroom teachers and families.

Grant Avenue Elementary School holds the following professional development dates for all teachers of ELLs including our Bilingual and ESL teachers. The calendar portrays a mini course on academic vocabulary that happens once a month, ELL Strategy Book Club in the spring 2014 (Dates TBD), CFN606 Language and Leadership Series, as well as TC Calendar Days for all teachers of ELLs.

The mini course entitled, Academic Vocabulary in Complex Texts, is dedicated to studying the nature of words and the qualitative features of rigorous texts. In this course, we will collaboratively explore the implications of the common core language standards including shift 6 and how it applies in the reality of the classroom.

- 9-26-13: What are Tier II words and academic vocabulary?
- 10-24-13: Examining specific strands of the Common Core language standards and shift six
- 11-21-13: Qualitative features of complex texts
- 12-19-13: Strategy: Chunking texts into accessible parts for all learners with informational texts
- 1-23-14: Strategy: Strategic selection of words to teach
- 2-27-14: Strategy: Shades of meaning and tier II vocabulary
- 3-27-14: Academic Vocabulary Sorts: picture sorts, sound sorts, word sorts, concept sorts, content sorts
- 4-24-14: Strategy: Break up complex words with affixes and roots
- 5-15-14: Facilitating a culture of accessible words and crafting a rich print environment
- Academic vocabulary classroom scaffolds
- 6-12-14: Academic Vocabulary Family Friendly Toolkit:
- Family friendly strategies to help their children support and encourage the use academic vocabulary at home (Paired with Parent Teacher Conferences). Develop academic vocabulary games to play in school (during Family Friday) and at home
- 11-5-13 Election Day: Collaboratively discuss brief, intriguing articles on academic vocabulary by experts like Robert Marzano, Kate Kinsella, Elfrieda Hiebert, and Isabel Beck
- CFN 606: Improving ELL Achievement through CCLS-Aligned Instruction on November 8, 2013, December 12, 2013, and January 24, 2014.
- the classroom.
- Teacher's College Calendar Days for all teachers of ELLs regarding common core alignment and instruction for ELLs in non-fiction texts
- 9-24-13 TC Calendar Day for Ms. Andrade entitled Teaching Informational Writing for ELLs
- 10-30-13 TC Calendar Day for Ms. Riley entitled Drawing Clear Connections between Reading and Writing for ELLs
- 11-7-13 TC Calendar Day for Ms. Feliz entitled Accelerating Vocabulary for ELLs
- 12-6-13 TC Calendar Day for Mr. Granillo entitled Supporting ELLs as they Tackle Higher Level Texts
- 3-3-14 TC Calendar Day for Ms. Akselrad entitled Shared Reading to Support Language Development, Speaking and Listening standards, Comprehension and Word Solving in Fiction and Informational Texts for ELLs

2. Our ESL teacher, Ms. Akselrad, has been a senior common core fellow for two years and is highly trained in reading, interpreting, and implementing the standards. Ms. Akselrad leads professional development on the common core standards for the whole faculty during specific faculty conferences and turns keys CCLS insight in smaller ways to the other bilingual teachers (and all

teachers) during dual language vertical planning team meetings. For all ESL and Bilingual teachers, we attend professional development at Teacher's College and most workshops are geared towards the common core lens. Additionally, school-wide, we dedicate many faculty meetings towards analyzing CCLS, discuss performance tasks, evaluation of teachers, and measure of student learning.

3. Grant Avenue currently serves grades K-5. Every year, we 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. Presently, this is our very first year where we will help our ELLs transition from elementary to middle school. In order to do this we will begin conversations with families and identify schools that have strong ELL supports so that they will continue in the appropriate model. The primary educators involved in the middle school articulation process are Ms. Cherry (Parent Coordinator), Ms. Yepes (Guidance Counselor), Mr. Marra (SETTS to help place IEP students in appropriate middle school setting) and Ms. Akselrad (ESL teacher to help with ELL placement). These professionals attend middle school recruitment and information sessions. As a team they conduct research on neighboring programs so together they are collecting information that will help drive the conversation and guide families to navigating the system effectively.

4. 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 for ELLs through a common core lens. Our ESL teacher leads workshops for our team of educators on how to best 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, Ms. Akselrad, completed the Bilingual ESL Teacher Leadership Academy, BETLA. At Grant Avenue, she is a teacher leader who trains the entire faculty because every teacher at Grant Avenue is a teacher of ELLs. The workshops are centered on second language acquisition, best practices for ELLs, state mandates, and common core for ELLs. One example of this is during our SBO time on Thursdays, Ms. Akselrad leads a workshop for all Grant Avenue staff on Academic Vocabulary and Complex Texts. A second example is how we, as a team of educators, annually 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 our 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. This year, our dual language team will lead a workshop for all staff on what is dual language, what are the benefits, and how to support ELLs. 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.

D. Parental Involvement

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

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. We measure 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. Our newest initiative is that we are piloting a DOE sponsored program entitled, MATT, Maestro en Casa. This is an ESL program for families of ELLs and will start in late November and will cover basic English skills as well as content related to life in New York. Every year, we invite parents to curriculum night to begin the open the lines of communication. We make calls home to share strengths and areas that need improvement. We have a family center dedicated to the families of our school equipped with a library, lists of local adult ESL classes, and resources for parents. 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 learning 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. We have a Learning Leaders initiative where parents are invited to be leaders in our school community. These structures are accessible to families because we provide translations in person, on the phone, and written by mail so to ensure that there is equal opportunities to participate in their children's education (We use the DOE language interpretation hotline/ interpretation unit for lesser known languages and will have other parents translate as well.) 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. This year, we started our first afterschool program with Building Young Professionals. We received a grant to open a medical clinic at school. We are proudly offering a new ESL program for parents. This parent ESL program is collaboratively lead by two bilingual teachers and the program is called MATT Maestro en Casa. We send our families who want additional English classes to our local library, Melrose Branch. Ms. Cherry, our parent coordinator 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. Information is available in person, by phone, and by mail in Spanish. We use the interpretation services for lesser known languages so to ensure equal access for all parents.

3) The needs of our parents are evaluated through surveys, a family notebook, PTA meetings, 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. The needs assessment is conducted in several languages including Spanish, Bengali, and French. For lesser known languages, we consult the DOE sponsored interpretation unit or have a parent learning leader conduct translations while simultaneously modeling parental engagement for other families who need a strong role model to follow. This is noteworthy evidence of our family outreach and partnership.

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.

E. Additional Information

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

Please note that only one student is recorded in ATS as having taken the ELE Spanish Reading Test and so we only recorded the percentage of this particular student.

Please also note that the NYSESLAT RNMR modality report is not available as of November 5, 2013 and so it is not included above. The NYSESLAT narrative reflects current 2013 data. Please note that only one student is recorded in ATS as having taken the ELE Spanish Reading Test and so we only recorded the percentage of this particular student.

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)
Mrs. Kristin Erat	Principal		12/3/13
Mrs. Asalmah George	Assistant Principal		12/3/13
Ms. Cherry	Parent Coordinator		12/3/13
Ms. Akselrad	ESL Teacher		12/3/13
Ms. Harrison	Parent		12/3/13
Mr. Granillo, 3 rd Grade Dual	Teacher/Subject Area		12/3/13
Ms. Andrade, 2 nd Grade Dual	Teacher/Subject Area		12/3/13
	Coach		
	Coach		
Ms. Yepes	Guidance Counselor		12/3/13
	Network Leader		
Mr. Marra	Other <u>SETTS Teacher</u>		12/3/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X449 School Name: Grant Avenue Elementary School

Cluster: 6 Network: CFN606

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.

We have families that speak English, Spanish, French, Arabic, Chinese, Bambara, Bemba, Ga, Hausa, Fulani, Twi, Mandingo, Soninke, and Bengali. RHLA and the RPOB ATS report indicates which specific families we need to target in order to meet their language needs. According to the RHLA, the data shows that families report the following home languages: We have 1 family who speaks Arabic, 2 families that speak Bambara, 1 family speaks Bemba, 9 families speak Bengali, 3 families speak Chinese, 225 are English dominant, 10 families speak French, 1 family speaks Fulani, 1 family speaks Ga, 1 family speaks Hausa, 12 families speak Mandingo, 2 families speak Soninke, 151 families speak Spanish, 10 speak Twi, and 14 are unknown languages. 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. Often, a parent for less common languages will also help with translations during workshops and school events. Our other families prefer information in English. All educators and families know we have access to the translation services as well. The information about our interpretation and translation needs were 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. Parents will often offer to help with oral translations at workshops or school-wide events.

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Grant Avenue Elementary School</u>	DBN: <u>09X449</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 66
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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 sixth year of operation. We serve 110 English Language Learners (ELLs), which is 22.92% 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 8-week afterschool program on Wednesdays and Thursdays from 2:30 pm to 3:45 pm focusing on reading, writing, listening, and speaking in English. Our final session with educators, kids and families will be 3 hours long on Friday, February 13. During this extra, direct instructional time, students and families present their learning and describe their progress towards their individual English proficiency goals. 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 (curriculum for grades 2 and 3). This year we will also be using units of study from Strategic Education Research Partnerships' program called Word Generation (curriculum for grades 4 and 5). We will be engaging in collaborative conversations about texts that cover content on controversial topics and current events that merit debate. The end culminating product will be a Data based Debate where members of our Little Society of Speakers are speaking with confidence, citing evidence from rigorous content, and using academic vocabulary from texts in conversation. The first month of Title III will be spent gathering data and information on the topic and the second month will be spent crafting a tight, organized argument that will be shared in the format of a debate. In Title III, 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 English proficiency and reading levels. Each student produces a portfolio of work that marks measurable progress over 2 months. 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

Part B: Direct Instruction Supplemental Program Information

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 NYSESLAT data also revealed that we need to strengthen our speaking and listening skills and so we will directly address this need during Title III by engaging in collaborative conversations about texts with a special focus on building academic vocabulary (Tier II words). This will be evident in the way in which we will hold students accountable to use language productively as demonstrated in our 'text talk protocol and data based debate series.' The second need is identified from our 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 is a direct response to these needs because we provide intensive literacy instruction for our ELLs and their families.

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)
- 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 2-5. We invite ELLs and their families to participate in our Title III program so that families are learning

Part B: Direct Instruction Supplemental Program Information

English together with their children. These students are 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 homogeneously classified into small, flexible groups by literacy and English proficiency needs.

Schedule and Duration: Our Title III program, LSOS, is an 8-week after school program from December 10, 2014 to February 13, 2015. Our ELLs attend our program on Wednesday and Thursday afternoons from 2:30 p.m. – 3:45 p.m. We will add an additional 3 hours of instructional time with kids and families on Friday, February 13 so to share their individual progress toward their English proficiency goal. Each of the three classes (grouped by proficiency level) will have a dedicated hour to present their learning to the larger group. Presentations will be interactive and dynamic in nature so to sustain attention among audience members. During our Title III program, our families of ELLs are invited to join their children in the learning process and take part in all activities. Title III Fridays (except February 13) are reserved 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 Friday afternoons for professional development that lasts 1.5 hours 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 six educators will be teaching in our Title III program, LSOS. There will be 1 New York State certified ESL teacher, Ms. Akselrad, 2 New York State Bilingual teachers, and 3 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. We have selected to continue to use AWARD Interactive Reading curriculum for grades 2 and 3 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 projected on the smart board. As stated above, we will also be using units of study from the Strategic Education Research Partnership's Word Generation as well as units from the website Textproject.org including the "Talking Points for Kids" section as our curriculum for grades 4 and 5. We also want to purchase the digital version of Time For Kids and the digital version of National Geographic for Kids. Collectively, these materials provide content that can be used for our 'text talk time and student led data based debate series.'

Part B: Direct Instruction Supplemental Program Information

Three classes have three themes that have non-fiction and argument access points

Month One: Learning facts, analyzing data sets, gathering information on a controversial issue that involves a topic like animal conservation, sustainability, social issues like bullying ...

Month Two: Taking those facts and building an argument based on data

Culminating Project: Data Based Debates

Throughout: Students watch videos that show kids debating and partaking in text talk, socratic discourse. Students notice the nuances in the students' behaviors and techniques used relating to collaborative conversations and text talk.

Focus Skills:

Citing Evidence from Texts

Building Oral Language: Listening and speaking about texts

Socratic Discourse: 'Text Talk'

Using academic vocabulary in writing and in conversation

Learning how to form an argument based on information and evidence in texts

Websites to expose students to debate and real issues in our modern society:

Ted Talks For Kids: Include subtitles

http://www.ted.com/playlists/86/talks_to_watch_with_kids

<https://www.ted.com/topics/children>

<http://kidscorner.org/html/bookclub.php>

<http://www.npr.org/series/241605846/raising-digital-natives-technology-and-our-kids>

Title III LSOS Routines: (Fridays are reserved for professional development for all Title III educators.)

Daily Routine:

Snack

Shared digital big book

Part B: Direct Instruction Supplemental Program Information

Close reading of a strategically selected text

Zoom in on photographs and academic vocabulary

'Text talk protocol

Independent practice

Share out

Routine across the two days: On Wednesdays, we will do a first exposure to the shared reading with the whole class of a nonfiction book projected on the smart board. We notice the text features of non-fiction and we will spend the remaining time teaching related academic vocabulary with a focus on tier II words. On Thursdays, we will do a second reading of the shared reading informational text and notice more details. 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.

Our Text Talk routine is done in triads: Student A chooses a part in the text, cites evidence, and says why he/she chose that part while student B and C are actively listening and quiet. Next, student B talks for one minute building on the ideas while student A and C are actively listening and quiet. Then, student C talks for one minute building a new layer into the conversation while student A and B are actively listening and quiet. Last, student A gets the final word for one minute while student B and C are actively listening and quiet. We debrief together and switch turns.

It is noteworthy that every day, the families are invited to 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 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 and Text Talk Presentation/ Data Based Debate

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. 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:

All 6 Title III educators (3 ESL/Bilingual teachers and 3 General Education Teachers)

Schedule and duration:

Our professional development occurs from 2:30 pm to 3:30 pm on Fridays of the Title III LSOS. There is 1 longer session before Title III, LSOS begins to build our team, set educator expectations, analyze data, make small groups, structure consistent LSOS routines, become familiar with LSOS curriculum, and share best practices for ELLs. There are 4 professional development sessions that are each 1 hour long so to fortify our knowledge of research based strategies that support ELL success. Additionally, there is one, 1 hour post meeting for critical reflections on what worked well during Title III. This time is dedicated to glows, grows, and articulating next steps for our 2015-2016 Title III program. All professional development sessions are documented with formal agendas that are signed by all title III educators who are present. Copies of the signed PD agendas will be maintained in the ELL office, room 118.

Topics to be covered: Professional development is in-house, elicits the collective wisdom of our team, and is built into the structure of our Title III program.

Professional Development Topic 1: Why is it important for ELLs to build oral language?

Rationale: Title III is entitled the Little Society of Speakers and we will be fortifying this modality throughout the program. Our rationale for spending precious professional development time on the topic of oral language is that oral language is the primary access point to conversation, texts, and writing about texts. We will read Supporting ELLs Achievement: Oral Language Unpacked by Nonie Lesaux and Julie Harris. We will do a collaborative study of the five components of oral language, which include vocabulary, syntax, morphology, pragmatics, and phonological skills as well as discuss the implications for ELL instruction in Title III.

Date: Friday, December 12, 2014

Part C: Professional Development

Time: 2:30 pm – 3:30 pm

Name of Provider: Ms. Akselrad, ESL Teacher

Audience: 6 Title III Educators (3 ESL/Bilingual Educators and 3 General Education Educators)

Professional Development Topic 2: Text Talk Protocol for ELLs

Rationale: During Title III, we are going to be working towards talking about texts and building a data based debate. Educators and students will have to become familiar with the text talk protocol in order to internalize the process and build complex, collaborative conversations that are layered with meaning/depth. We anticipate that students will need to practice the protocol a lot in order for students to be able to point to a part in a text, say why the part in the text resonates with them, and add to each other's understanding of texts through student to student interactions. We will use the text talk protocol called "the Final Word" from the National School Reform Faculty database. We will model what this protocol looks like in reality by using the 3 part series of Text Talk videos from the Online Teaching Channel.

Date: Friday, December 19, 2014

Time: 2:30 pm – 3:30 pm

Name of Provider: Ms. Akselrad, ESL Teacher

Audience: 6 Title III Educators (3 ESL/Bilingual Educators and 3 General Education Educators)

Professional Development Topic 3: Strategic Selection of Tier II, Academic Vocabulary

Rationale: Title III educators will be expected to teach academic language, tier II academic vocabulary, and their corresponding shades of meaning. To do this, educators will need specific training in how to strategically select words from texts. We will need to explore a variety of ways we can teach both concrete and ambiguous words that are transferable across texts. The goal is that if we teach academic vocabulary in Title III then students will have a variety of strategies to recognize, access, and use higher level words in both academic and non-academic contexts so that they will have the capacity to intelligently listen, read, write and speak in the register of academic English.

Date: Friday, January 9, 2015

Time: 2:30 pm – 3:30 pm

Name of Provider: Ms. Akselrad, ESL Teacher

Audience: 6 Title III Educators (3 ESL/Bilingual Educators and 3 General Education Educators)

Part C: Professional Development

Professional Development Topic 4: How to Cite Evidence and Scaffold Complex Texts for ELLs

Rationale: Title III educators will be guiding students through close readings of complex texts and so it is critical that they are trained in ways they can scaffold the text in order to embed natural access points to content so each ELL at each proficiency level can access the same information with full equity.

Date: Friday, January 16, 2015

Time: 2:30 pm – 3:30 pm

Name of Provider: Ms. Akselrad, ESL Teacher

Audience: 6 Title III Educators (3 ESL/Bilingual Educators and 3 General Education Educators)

The team of 6 educators may also draw on selected chapters and topics from the following supporting 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](#) 5) [Falling in Love with Close Reading by Donnalyn Miller](#) 6) [Notice and Note by Kayleen Beers](#). 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](#). We will further draw on the knowledge of ELL experts like Robert Marzano, Kate Kinsella, Elfrieda Hiebert, and Isabel Beck.

Professional Development Video Series: Text talk on the teaching channel (3 part short PD series)

<https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

Name of Professional Development Provider:

Ms. Akselrad, our ESL teacher, 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.

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:

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

Part D: Parental Engagement Activities

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 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 afternoon for the duration of our 8 week program. Parent participation will be documented with sign in sheets for each day of the program. Copies of these sign in sheets will be maintained in the ELL office, room 118.

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 family engagement. Our families are part of the learning process and will add their ideas to the thematic content especially during our text talk and data based debates around current events, controversial (grade appropriate) topics, and social issues. Every week, we have a project that promotes family engagement and sharing of learning.

Name of Providers: Our ESL teacher Ms. Akselrad, will provide all PD for our two other bilingual teachers and three 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: \$ _____

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____