

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X449

School Name:

GRANT AVENUE ELEMENTARY SCHOOL

Principal:

KRISTIN ERAT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: GRANT AVENUE ELEMENTARY SCHOOL School Number (DBN): 09X449
Grades Served: Pk-5
School Address: 250 East 164TH STREET
Phone Number: 718-681-6288 Fax: 781-681-6687
School Contact Person: KRISTIN ERAT Email Address: KERAT@SCHOOLS.NYC.GOV
Principal: KRISTIN ERAT
UFT Chapter Leader: ANTHONY MARRA
Parents' Association President: CYNTHIA BAILEY
SLT Chairperson: ANTHONY MARRA AND NYREE ALEXIS
Title I Parent Representative (or Parent Advisory Council Chairperson): MAMOUNATA BADALA
Student Representative(s): _____

District Information

District: 09 Superintendent: LETICIA ROSARIO
Superintendent's Office Address: 1245 WASHINGTON AVE
Superintendent's Email Address: LROSARIO2@SCHOOLS.NYC.GOV
Phone Number: 718-579-7140 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
Director's Office Address: 1 FORDHAM PLAZA BRONX, NY 10458
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-828-7776 Fax: 718-828-7777

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
KRISTIN ERAT	*Principal or Designee	
ANTHONY MARRA	*UFT Chapter Leader or Designee	
CYNTHIA BAILEY	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
MAMOUNATA BADALA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
PATRICIA ACUNA	Member/ PARENT	
CHRISTINE CASTANO	Member/ PARENT	
LAUREN SHEA	Member/ TEACHER	
ALYSSA TRAMUTOLA	Member/ TEACHER	
NYREE ALEXIS	Member/ TEACHER	
MARTINIQUE ACEVEDO	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Grant Avenue is an elementary school located near Yankee Stadium in the Bronx. We opened in 2009 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 special populations of 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, music, physical education, wellness, science and technology. 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.

Areas of celebration in the Framework for Great schools from 2014-2015 include:

Effective school leadership:

Our school leaders are committed to supporting teacher growth, making professional learning part of every teacher's experience. We have established systems that support a variety of strategically planned professional development structures that foster professional learning, resulting in improved student outcomes. Administration, lead teachers, and grade leaders are active learners who also collaborate to advance teacher practice through cycles of learning and implementation. We are able to share ideas on how to plan professional development aligned with teachers' needs

through faculty meetings, grade level meetings, minicourses, lesson study, TCRWP labsites, lead teacher (model teacher) mentoring cycles, and observations and feedback conversations. We also built grade leader and lead teacher capacity during 2014-2015 via the Teacher Leadership Program, vertical grade leadership meetings, and through NTC Professional Development offered to District 9.

Supportive Environment

We have established a school culture where students are safe, supported, and challenged by their teachers and peers. From its inception, our school motto is SAFETY + TRUST + STRENGTHS = SUCCESS. We are proud of our strong results in our Learning Environment Surveys, always achieving the top-tier outcomes in Safety/Respect (2009-2013) and School Culture (2013-2014.) We plan to share some of our structures for cultivating a safe, supportive and trusting environment that promotes academic excellence including our Core Values advisory program. Advisors and students work together on investigations in their social-emotional learning. In 2014-2015 we made tremendous strides in improving student attendance, meeting our goal of surpassing 93% attendance schoolwide after 5 years of falling short of this critical benchmark. We have made strides in tightening structures and systems for student support with our team under the leadership of our Dean of School Culture, Guidance Counselor, and teacher leaders who have developed our Core Values curriculum in order support social emotional development and build self-monitoring skills.

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. Key areas of focus for 2015-2016 include building our practices for differentiating instruction in literacy and mathematics and in exploring the power of home visits for strengthening school and 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.

09X449 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	475	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.4%	% Attendance Rate		90.8%	
% Free Lunch	91.4%	% Reduced Lunch		2.9%	
% Limited English Proficient	19.5%	% Students with Disabilities		31.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American		40.7%	
% Hispanic or Latino	54.3%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	0.5%	% Multi-Racial		0.5%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.38	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4		18.2%	
Science Performance at levels 3 & 4 (4th Grade)	63.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

We fell short of our goal for the 2013-2014 and 2015-2015 school years as measured against CCLS-aligned Fountas and Pinnell Reading Benchmarks and the New York State Assessments of our Third, Fourth, and Fifth Grade Students.

ENGLISH LANGUAGE ARTS SCORES	Grant Avenue	Grant Avenue
	2013-2014	2014-2015
Gr. 3 % at 3 and 4	8%	10%
Gr. 4 % at 3 and 4	7%	11%
Gr. 5 % at 3 and 4	12%	12%

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.

Additionally, feedback from our QR and PPO visits indicates that our next step is to “ Further develop teaching practices that emphasize the instructional shifts to deepen student learning and improve student outcomes for all. (1.2)” Specifically, we need to ensure that all teachers are “consistently providing high levels of supports and extensions that are transferred in student work samples across content areas.

Part 2 – Annual Goal

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

We will improve literacy instruction with a focus on 3c Student Engagement/Differentiating Instruction in each and every reading and writing workshop, resulting in improved student outcomes. All classroom teachers will meet a minimum of two times weekly with a designated focus group of level 2 readers and level 2 writers for strategic small group support as part of six week inquiry cycles.

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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 pertaining to the key standards.</p> <p>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 District 9 and the Borough Field Support Center. Teachers share information and resources from these seminars during grade and faculty meetings</p>	<p>All students</p>	<p>September- June</p> <p>Literacy data is collected on a school-wide level in October (10/6 and 10/26, January 1/7, February 2/24, and June 6/6 .</p>	<p>Administration, Grade Leaders, TCRWP Staff Developers, Lead Teachers :</p>

Professional development centers around elements of Component 3c:

<p>1. Depth Over Breadth (Activities and Assignments)</p>	<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)
<p>2. Grouping Students</p>	<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
<p>3. Instructional Materials and Resources</p>	<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)

<ul style="list-style-type: none"> • 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) 			
<p>We conduct five complete cycles of professional development with our Teachers College Reading and Writing Project Staff Developers, Rachel Rothman and Mike Ochs. 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 Mike 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 three 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 Mike 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</p>	<p>Grant Avenue ELLs in grades 2-5</p>	<p>December- February</p>	<p>ESL teachers, Dual Language Teachers</p>

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.

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

<ul style="list-style-type: none"> • 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. We also will participate in District 9 literacy events led by our Superintendent, Leticia Rosario. At events, families attend 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 – Budget and Resource Alignment

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

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

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Our midpoint benchmark is January 15, 2016. 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

The following are our results from Running Records assessments:

	November % Proficiency	November # Proficiency	January % Proficiency	January # Proficiency	March % Proficiency	March # Proficiency
Kindergarten	13%	9/68	88%	61/69 at A/B benchmark	59%	41/70 at C benchmark
First Grade	40%	31/77	57%	43/75 at F benchmark	64%	49/76 at G benchmark
Second Grade	30%	26/88	35%	31/90 at K benchmark	34%	30/89 at L benchmark

Third Grade	14%	10/72	36%	24/67 at N benchmark	28%	20/71 at O benchmark
Fourth Grade	12%	9/70	21%	15/71 at Q benchmark	17%	12/70 at R benchmark
Fifth Grade	14%	9/64	22%	14/63 at T benchmark	19%	12/63 at U benchmark

Grade teams continue to meet and teachers analyze reading data for their classes. Teachers are all using data to create small group schedules and supports as we strive to support more of our students in 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.

In response to the data above we have also created a supplementary after school and Saturday program to support students in grades 3-5 in meeting grade level standards.

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

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

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

Part 1 – Needs Assessment

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

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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, 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 (grey, light blue, or blue) level outcomes on the 2016 School Survey in the category of School Culture for parents and teachers.

Part 3 – Action Plan

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

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 non physical 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

<p>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".</p> <p>- Justin F. Student Leader President</p>			
<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 Sixth Annual Back to School Meet and Greet picnic, 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 on topics such 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>Parents/Guardians and Family Members</p>	<p>September - June</p>	<p>Parent Leaders, SLT, Parent Coordinator, Guidance Counselor Dean of School Culture, Administration, Classroom Teachers</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.

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 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.

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.

We will also be rolling out a new home visits initiative in 201-2016. Our plan is for our faculty to visit the homes of all of our first grade families. We plan to work with The Parent/Teacher home visit project which will train our team.

The project aims to “end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved.

The increased communication, trust and support between families and teachers via home visits result in:

- Increased student attendance rates.
- Increased student test scores.
- Decreased suspension and expulsion rates.
- Decreased vandalism at school site.”

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will collect our mid-year educator survey on January 15, 2016 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 in January of 2016. We will analyze results as an SLT and revise and adjust our action plan, as needed.
Feedback from our mid-year surveys indicates that we will meet our Supportive Environment goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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.

We currently await 2014-2015 State Test results for Mathematics.

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 building on our work in 2014-2015, using team meetings and a Lesson Study protocol, 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

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

Our classroom teachers will engage in weekly team meetings and three cycles of lesson studies that explicitly focus on elements of Component 3c, 3c Student Engagement/Differentiating Instruction in their Mathematics lesson planning and implementation.

By June 2016, 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Beginning in September, all teams create 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-5 topics TBD:</p> <p>Teams have weekly planning session time dedicated to this work. This will be our second year engaging in cycles of lesson study:</p> <p>Planning:</p> <p>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:</p> <p>The intervisitations take place and teachers take low-inference notes:</p> <p>What do you observe the teacher doing?</p> <p>(aligned with 3c)</p> <p>What do you observe the students doing?</p> <p>(aligned with 3c)</p> <p>Debrief :</p> <p>Team discusses:</p>	<p>Teachers and Students</p>	<p>Sept to June</p>	<p>Administration and Grade Leaders</p>

To what extent did the lesson meet the instructional goals? What is the evidence of this?

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?

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.

Additionally, on Election Day teams reflect 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.

Our first year 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 provide teams with:

“ Suggestions for sharing feedback about the lessons:

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 should clarify what changes were made between the two lessons, and how these changes related to the goals of the lesson.

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.

Sonal Chokshi, Barbrina Ertle, Clea Fernandez, & Makoto Yoshida. Lesson Study Protocol ©2001, Lesson Study Research Group (lsrg@columbia.edu).

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 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			
Danielson Connection - 1e, 3b, 3c			
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.	Families	Sept-June	Administration, Parent Coordinator, Classroom Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 16 th , 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 in January and also at our Grade Leaders meeting mid-January 2016.
As of March 3rd, we are on target for meeting our Collaborative Teachers goal.
Two cycles of lesson study have occurred:
11/3 Planning
11/4-11/15 Lesson Delivery
11/16 Debrief

1/11 Planning

1/12-1/24 Lesson Delivery

1/25 Debrief

Our third cycle of lesson study is planned for 3/21-4/4/2016.

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

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

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

Part 1 – Needs Assessment

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

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

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

By June 2016, teacher leaders and administration will participate in professional development via New Teacher Center, Teacher Leadership Program, and Learning Partners, resulting in 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>NTC’s rigorous instructional mentoring model prepares teacher leaders to be change agents and facilitators of adult learning and growth in their own schools .</p> <p>Participants in the program can include full-time mentors 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>Lead Teacher and Model Teacher</p>	<p>Mentor Trainings</p> <p>8:30am-- - 3:00pm</p> <p>Dates TBD</p>	<p>Lead Teacher and model teacher, Administration, School Secretary provides coverage of classes for absences due to PD</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 Series for Mentors.</p> <p>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>The Teacher Leadership Program equips Teacher Leaders with resources aligned to the Facilitative Leadership Standards in three major areas: Instructional Leadership, Building a Professional Learning Community and Surfacing and Managing Controversy. 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; 	<p>Grade Leaders and Principal</p>	<p>Dates TBD</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>

<ul style="list-style-type: none"> • 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 citywide instructional expectations and the skills they have acquired aligned to the TLP Facilitative Leadership Standards (required for certificate of completion). <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>“ The Learning Partners Program is designed to promote interschool collaborative learning and leverage the rich reservoir of expertise that resides in our school communities to improve outcomes for all students. Using the Framework for Great Schools as a lens, the program matches a host school that has strong practices in a specific learning focus area with two or more partner schools that are interested in strengthening their practices in that area. Working with a facilitator from the central office team, school teams within each group of Learning Partners schools will participate in a series of monthly intervisitations, biweekly school team meetings, and related learning activities over the course of the 2015-16 school year.</p> <p>Program Goals</p> <p>The Learning Partners Program seeks to:</p> <ul style="list-style-type: none"> • Build the capacity of host schools to share their strong practices with other schools while continuing to strengthen their own practices • Support partner schools in learning systems, structures, and strategies to strengthen particular areas of practice 	<p>The entire school Community</p>	<p>September-June</p>	<p>Administration, Model Teachers</p>

<ul style="list-style-type: none"> ● Strengthen system-wide knowledge sharing about strong practices ● Share tools and strategies between schools to engage in processes for sustained and continuous learning and improvement ● Strengthen leadership capacity and structures for all school community members to nurture professional growth and ensure success of the school for years to come” 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I SWP funding for absence coverage for professional development and for per session meetings after school.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>At our monthly leadership meeting in January of 2016, 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 2016- June 2016. At this meeting we will also self-assess by identifying evidence of change in our teams/organization as a result of NTC, TLP, and Learning Partners. We will reflect on changes in our focus questions:</p> <p>How effective is the teaching and learning?</p> <p>How well do teachers work with each other?</p> <p>We will revise and adjust our practices accordingly.</p> <p>We are on target to meet our Effective Leadership Goal. Teachers involved in NTC, TLP, and LPP shared the following reflections:</p>
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) How has your participation in TLP/NTC/LPP had an impact on your own teaching or your own leadership moves?

I think that LPP has made me even more conscious of how adults learn and how to interpret where they are in their teaching, and which steps to take next that will help them succeed. In creating the "I do, we do, you do" mini-course for our partner schools, I feel like I have tightened and strengthened my routines/structures even more, and that benefits my students.

Being a part of TLP has made me much more aware of protocols and building norms and how to establish this work in my classroom as well as teacher teams. It has also made me think a lot about adaptive leadership and the power of being a part of a Professional Learning Community.

As a result of my participation with NTC, I get to collaborate with other teachers across the city. Our conversations are reflective and I receive feedback to help with my own classroom practices. For example, I was discussing best ways to differentiate math workshop and learned about frontrowed.com-a website that helps personalize math for students based on assessments.

My participation in the New Teacher Center mentor training has impacted my coaching and mentoring practices tremendously. When observing teachers in their classrooms, I have developed a bank of tools and strategies to use in order to focus my observations and collect data from my visits. I can use this data in my post-observation meetings with teachers in order to establish trust and take a facilitative leadership stance in our conversations. I have learned how to make intentional decisions in my coaching and planning conversations with teachers by selecting reflective questions and encouraging teachers to identify their own strengths and weaknesses, and collaboratively select next steps for our work together. While I use my own teaching experience and knowledge to share effective teaching strategies, I am better able to develop a teacher's initiative and motivation to improve their practices and feel as if their voice and participation in the process is driving our work. Thanks to the cycles of NTC training, I can better create trusting relationships with my mentees and teachers I am coaching. I have a large repertoire of tools and strategies to use in this work, including modeling, scheduling intervisitations in other classrooms, co-planning, analyzing student work together, initiating teacher inquiry, and facilitating conversations with administrators. As a result, the time I spend mentoring and coaching is much more effective.

2) How has your participation in TLP/NTC/LPP impacted your work in fostering collaboration with colleagues?

It was really nice to work with the other teachers during the first mini-course session. I don't often have the chance to work with other grown ups and I'm so glad that we got to talk about teaching together and so glad it seemed to be helpful. I also appreciate all the time that we as a host school get to talk about/interpret the things we see and experience in our triad and how best to support everyone else.

It has made me appreciate all the strong foundational work that we have established over the past four school years that I have been working at Grant as well as the seven years the school had been open. We have established a

wonderful inviting, collaborative community here at of administration, colleagues, parents and students. It has also made me more mindful of the way I communicate with colleagues. I have tried to become more understanding of other people's points of view.

My participation in New Teacher Center mentor training has helped me to be much more intentional in my collaboration with colleagues. For example, when leading grade team inquiry, I am able to balance planning the cycle of inquiry with each teacher's needs in mind, while allowing teachers to impact and revise the inquiry plan according to their requests and needs. During team meetings, I have acquired the ability to shift between clarifying questions, paraphrasing, and using non-judgemental responses to guide team conversations to be as focused and effective as possible. In addition, I use an array of mediational questions, suggestions, or tools and protocols to guide our work together. In my own grade team meetings, I have learned to listen in order to build professional learning. I can intentionally shift between a collaborative stance and a facilitative stance in order to keep our team conversations productive and focused, while accomplishing the work at hand and supporting our own team learning. Lastly, in individual mentor or coaching conversations, all of the same skills have lifted the level of our conversations. Thanks to these skills I have acquired, teachers feel that they are able to name their professional development needs, identify a plan for learning together, and participate equally in the learning process.

3) How has your participation in TLP/NTC/LPP impacted the pedagogical practices of another teacher?

I was able to facilitate the protocol of the Paseo at our monthly grade leader meeting. During the protocol the grade leaders were able to interact with each other by learning about one another. Each participant was to share one trait about themselves that they identify with the most then share it with a partner and explain why. Then they were to pick a trait that other people identify them with and explain why they think others think that of them. It was a great activity for colleagues to get to know each other on a different level outside of the classroom or role in the school.

NTC has taught me conversation moves to help colleagues and myself have meaningful conversations to improve classroom practices and looking at students assessments to drive instruction. For example, working with teachers on differentiated their math workshop and on creating small groups.

My participation in the New Teacher Center training has impacted the pedagogical practices of a new teacher. For the first 3 months of this year, the teacher and I scheduled our mentor meetings for once or twice each week, and we alternated between co-planning, observing the teacher at work, debriefing in post-observation conversations, modeling a teaching strategy in her class, or visiting a teacher in another class together. She was able to create some new classroom management procedures, create student partnerships in math, plan for active engagement during minilessons, and differentiate for small group instruction more effectively. In addition, she was able to attend an NTC training together with me, during which we analyzed student writing together, and planned for small group instruction throughout a persuasive writing unit. Currently, we are engaged in an individual inquiry cycle together regarding student writing, and are studying strategies for lifting the level of structure and organization in persuasive writing with a target group of writers. NTC training has made this work possible.

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

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

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

Part 1 – Needs Assessment

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

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.

In 2014-2015, we built on this area of strength by strengthening 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.

For 2015-2016 we are looking to strengthen the partnership by adding a layer of home visits to our repertoire of ways that teachers and families come together to support our students.

Part 2 – Annual Goal

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

During the 2015-2016 school year 100% of our first grade families will participate in home visits with Grant Avenue Educators. This work will be supported by professional development via The Parent Teacher Home Visit Project.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>From September to June, teachers will be visiting the homes of all of our first grade families.</p> <p>We will engage in professional development via “THE PARENT/TEACHER HOME VISIT PROJECT.”</p> <p>This Project offers professional development and the Project’s mission is to “end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved.</p> <p>The increased communication, trust and support between families and teachers via home visits result in:</p> <ul style="list-style-type: none"> • Increased student attendance rates. • Increased student test scores. • Decreased suspension and expulsion rates. • Decreased vandalism at school site. • <p>Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child’s academic standing.”</p> <p>The following training is planned for our August Staff retreat:</p> <p>I. Home Visits Bridge, Bond and Build Connections Between Families and Schools</p> <p>This session is designed for k-12 schools and districts new to strategic and organized home visit efforts . This interactive session- led by a team of parents and teachers that are directly</p>	<p>Teachers and Families</p>	<p>September to June</p>	<p>Administration</p>

involved in the work - introduces the research, logistics, step by step guide, practice and skills of building effective relationships between families and teachers as co-educators of a child. It also addresses the barriers to communication and visits including language and cultural barriers, assumptions and fears about personal safety, mandated reporting concerns, etc. At the end of the session, staff can make an informed choice about participation in the program.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I SWP for Professional Development Fees											
We will be supported in this work also by a community partner via City Year or Change for Kids that will be conducting community outreach and helping to set up and confirm appointments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 15, 2016 at least 50% of our first grade families will have completed home visits.
As of March 1, 2016 we have conducted 21 home visits for our 75 First Grade Families. This is 28% of the total.
We have added additional visit dates 3/22, 3/29, AND 5/3. Our goal is to conduct at least 18 visits on each of these dates, enabling us to reach 100% of our 1 st grade families.
We also have shifted our practices for setting up appointments. Our parent coordinator is now taking the lead on establishing and confirming home visits with teachers.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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 Fountas 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 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.	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.
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.
At-risk services (e.g. provided by the Guidance Counselor,	Referrals from classroom teachers and PPT.	The Guidance Counselor provides individual and group	Varies based on student need. Methods include:	Services are provided during the school day.

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>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>Push-in small group instruction Pull-out small group instruction</p> <p>One-to-One conferences</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<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,</p>

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 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	408,616.00		
Title II, Part A	Federal	67,104.00		
Title III, Part A	Federal	12,824.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,947,783.00		

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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.	
<u>You may have to:</u>	<u>Be aware that:</u>
Apologize with your words or in writing	Your family may be contacted. Inappropriate items will be confiscated.
Participate in mediation	
Lose privileges	

Meet with an administrator or guidance counselor

Be suspended

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

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: <u>66</u>
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
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Description of the Program:

Grant Avenue Elementary School is in its seventh year of operation. We serve 100 English Language Learners (ELLs), which is 21.88% of our total population of students. Our Title III program was established the first year, as the Little Society of Speakers. (LSOS) Each ELL in Title III is a developing English speaker and a member of our Grant Avenue language learning community.

This year, our program will run on Wednesdays and Thursdays from 2:30 pm to 3:45 pm from December 7 to February 4th. With an additional Saturday trip with families in a real world setting. Our program focuses on reading, writing, listening, and speaking in English.

Our Title III LSOS program has the following five components: 1) Professional Development 2) Literacy instruction with informational texts and plays 3) Educational games 4) Technology 5) Family Engagement. We will be using Readers Theater and corresponding non-fiction texts to build fluency and vocabulary. In addition, we will be learning through technology and through games.

Rationale: Our Title III LSOS program originates from the identified needs of our children. The first identified need is that many of our ELLs are performing at lower reading levels and are consequently performing below grade level. The NYSESLAT results are consistent with this data by showing that our students are stronger in communicative competence (BICS) and need extra support in reading and writing (CALPS). The NYSESLAT data also revealed that we need to strengthen our speaking and listening skills. We will directly address this need during Title III by engaging in collaborative conversations around one topic, with a special focus on building academic vocabulary (Tier II words).

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 the community
- Strengthen literacy habits and apply reading strategies
- Create a portfolio of high quality work that demonstrates measurable progress
- Support ELLs, and ELLSWD outside of our dual language and mainstream classrooms with 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
- Build self-esteem and self confidence in English
- Build family connections, solidify our partnership and commitment to their child's education
- Encourage reading at home.
- 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. These students are from our ESL classes, dual language classes, and special education classes. The students will be heterogeneously grouped to encourage peer collaboration, tutoring and growth.

- Schedule and Duration: Our Title III program, LSOS, is a 7-week after school program from December 9, 2015 to February 4, 2016. Our ELLs attend our program on Wednesday and Thursday afternoons from 2:30 p.m. – 3:45 p.m. We will also include a Saturday family field trip on Saturday January 9th 2016 to watch a live performance at Lehman College.

Language of instruction: The primary language of instruction is English but we provide native language

Part B: Direct Instruction Supplemental Program Information

support in Spanish and Bengali 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. Chowdhury, 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:

We will build our instruction off of the Reader's Theater program. Each play is tied to another content area. Using these resources students can build fluency and speaking skills, while being exposed to content subject matter. We will also incorporate nonfiction trade books, nonfiction passages, images and videos that relate to the content area covered in each groups play from Reader's Theater.

Focus Skills:

Fluency in Reading

Building Academic Vocabulary in a specific subject area

Citing Evidence from Texts

Building Oral Language: Listening and speaking about texts

Collaborative Work Skills

Building Oral Language: Presenting learned material

Title III LSOS Routines:

Daily Routine:

2:30-2:40 Snack

2:40-3:00 (20 minutes) Play and Content Area work - Work on plays, Read Alouds, Shared Readings, Jigsaws, videos or images related to topic, and responding to learned information in writing.

3:00-3:40 Technology/Academic Games-Students will be divided into 2 groups each group will have 20 minutes in the computer lab to work on targeted skills for the student and 20 minutes to play academic games designed for each student's needs, such as vocabulary building, phonemic awareness, grammar, or mechanics. The groups will switch so each receives 20 minutes of Technology and Academic games.

3:40 Reflections and Pack up

3:45 dismissal

Each student group will be tied to a play that is tied to a content subject area.

Weeks 1 and 2: Introduction to the play, Introduction to the theme of the play, repeated reading of the play, assigning roles to practice the play orally.

Week 3: Writing instructional pieces to present to families on Thursday to prepare for Saturday's trip to a live performance.

Weeks 4-5: Reading books and passages, Listening and watching videos and Examining images to gather information on topic related to their Reader's Theater Plays to present to families.

Week 6: Gathering learned information and organizing it into a presentation for families.

Week 7: Presentations - Families will be invited to see what their child has produced across the program. Wednesday will be a presentation on the subject matter to give background information about their play. Thursday will be a presentation of the play.

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

Part C: Professional Development

Begin description here: _____ Rationale:

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Our Title III LSOS program has the following five components: 1) Professional Development 2) Literacy instruction with informational texts and plays 3) Educational games 4) Technology 5) Family Engagement. We will be using Readers Theater and corresponding non-fiction texts to build fluency and vocabulary. In addition, we will be learning through technology and through games.

Rationale: Our Title III LSOS program originates from the identified needs of our children. The first identified need is that many of our ELLs are performing at lower reading levels and are consequently performing below grade level. The NYSESLAT results are consistent with this data by showing that our students are stronger in communicative competence (BICS) and need extra support in reading and writing (CALPS). The NYSESLAT data also revealed that we need to strengthen our speaking and listening skills. We will directly address this need during Title III by engaging in collaborative conversations around one topic, with a special focus on building academic vocabulary (Tier II words).

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- Strengthen literacy habits and apply reading strategies
- Create a portfolio of high quality work that demonstrates measurable progress
- Support ELLs, and ELLSWD outside of our dual language and mainstream classrooms with 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
- Build self-esteem and self confidence in English
- Build family connections, solidify our partnership and commitment to their child's education
- Encourage reading at home.
- Discover the joy of reading and learning in a safe, supportive environment

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Language of instruction: The primary language of instruction is English but we provide native language support in Spanish and Bengali 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. Chowdhury, 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:

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Part C: Professional Development

content subject matter. We will also incorporate nonfiction trade books, nonfiction passages, images and videos that relate to the content area covered in each groups play from Reader's Theater.

Focus Skills:

Fluency in Reading

Building Academic Vocabulary in a specific subject area

Citing Evidence from Texts

Building Oral Language: Listening and speaking about texts

Collaborative Work Skills

Building Oral Language: Presenting learned material

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Jigsaws, videos or images related to topic, and responding to learned information in writing.

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Week 6: Gathering learned information and organizing it into a presentation for families.

Week 7: Presentations - Families will be invited to see what their child has produced across the program. Wednesday will be a presentation on the subject matter to give background information about their play. Thursday will be a presentation of the play.

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 home and school to establish common goals and high expectations for their children's academic success.

Schedule and Duration:

Parents will be invited to 3 sessions of our program, where their children will present to them to practice speaking skills. (January 7th, February 3rd and 4th, 2016)

Part D: Parental Engagement Activities

There will also be a family field trip to watch a real life performance. (January 9, 2015)

Parent participation will be documented with sign in sheets for each event. Copies of these sign in sheets will be maintained in the ELL office, room 118.

Topics to be covered:

January 7th, Parents will be invited in to learn about the performance we will watch with families and audience etiquette. Presented by their children

January 9th, Family field trip to see a live performance. Families and student will be asked to practice their listening skills as audience members.

February 3rd, Parents will be invited in to learn about topics students have researched across the program.

February 4th, Parents will be invited in to watch their children perform their play and celebrate the work they have done across the program.

Name of Providers:

All Little Society of Speaker staff members will attend family events to assist and engage with families. Students will be the primary presenters of information to families.

How will parents be notified of these activities?

Families are notified of these activities as they enroll their child in Title III LSOS. Invitation letters and permission slips will provide families with important dates as well as calendars for the program. We will also use Grant Avenues phone messenger system and flyers to remind families of important dates. 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. 	_____	_____
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	_____	_____

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.
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information

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

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

Principal Kristin Erat	Assistant Principal Asalmah George
Coach Christyn Knecht	Coach Angeline Anderton
ENL (English as a New Language)/Bilingual Teacher Resheda Chowdhury, ENL teacher	School Counselor Alba Urena
Teacher/Subject Area Omar Granillo, 3rd Dual	Parent Patricia Acuna
Teacher/Subject Area Linda Cavanaugh, ENL	Parent Coordinator Lisa Cherry
Related-Service Provider Anthony Marra, IEP Teacher	Borough Field Support Center Staff Member type here
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	457	Total number of ELLs	100	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	94	ELL Students with Disabilities	27
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	26		22	0	0	0				0
ENL	68	0	21	6	0	5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	7	12	2	21	6	21	6	23											0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>47</u>	Number of students who speak three or more languages: <u>6</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	33	41	26	26	25								0
Chinese				1	2									0
Russian														0
Bengali	3	5	4	3	3	2								0
Urdu														0
Arabic	1	1			1									0
Haitian														0
French	1	1	3	1	2									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	6	4	4	3	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	0	2	4	4	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	2	4	2	4	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	10	2	2	2	5	1	0	0	0	0	0	0	0	0
Expanding (Advanced)	7	11	8	10	8	3	0	0	0	0	0	0	0	0
Commanding (Proficient)	14	8	5	5	1	2	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	5	5	2	2	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	8	0	0	0
4	9	1	0	0	0
5	9	0	1	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9	0	6	0	3	0	0	1	0
4	0	0	8	0	2	0	0	0	0
5	9	1	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	1	2	0	7	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	2	1	1	11	5	2	1
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Grant Avenue is a Teacher's College Reading and Writing Project School. We use Teacher's College Assessments to track Running Records, assess early literacy skills as well as concepts of print and sight word assessments. Our dual language program uses Spanish WRAP running records, portions of EL Sol and Estrellita to measure both Spanish language phonemic awareness and early literacy skills. This year we will be using assessments from Palabras a Su Paso. According to June 2015 reading levels, we collected the following data. Please note that the English reading levels are in line with English proficiency levels, IEP status, and act as a baseline for the upcoming academic year. Students will be re-assessed in September 2015 and we will then re-evaluate our ELLs. The quantitative June data reveals: 4 Kindergarteners are below grade level, 13 kindergarteners are at or above grade level. 8 first graders are below grade level and 7 are at or above grade level. 14 second graders are below grade level and 3 second graders are at or above grade level. 10 third graders are below grade level and 6 are on grade level. 8 fourth graders are below grade level and 3 are at or above grade level. 7 fifth graders are below grade level and 4 are nearly at or above grade level. Although our reading levels portray a bleak picture, our ELLs have demonstrated progress on an individual level and have grown tremendously from where they began earlier in the year. 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 oral language practice, 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 At Grant Avenue, based on our NYSITELL and NYSESLAT data, there are a total of 100 ELLs school-wide equaling 21.88% of the total student population.
 25 ELLs in Kindergarten
 14 Commanding

- 8 Expanding 32%
- 10 Transitioning 40%
- 3 Emerging 12%
- 4 Entering 16%
- 24 ELLs in 1st grade
 - 8 Commanding 33.3%
 - 10 Expanding 41.6%
 - 3 Transitioning 12.5%
 - 3 Emerging 12.5%
 - 0 Entering 0%
- 24 ELLs in 2nd grade
 - 5 Commanding 20.8%
 - 11 Expanding 45.8%
 - 2 Transitioning 8.3%
 - 4 Emerging 16.6%
 - 2 Entering 8.3%
- 22 ELLs in 3rd grade
 - 5 Commanding 22.7%
 - 9 Expanding 40.9%
 - 2 Transitioning 9.1%
 - 4 Emerging 18.1%
 - 2 Entering 9.1%
- 20 ELLs in 4th grade
 - 1 Commanding
 - 5 Expanding
 - 8 Transitioning
 - 4 Emerging
 - 4 Entering
- 8 ELLs in 5th grade
 - 2 Commanding 25%
 - 3 Expanding 37.5%
 - 1 Transitioning 12.5%
 - 2 Emerging 25%
 - 0 Entering 0%

Across the school, there are:

- 14 Entering ELLs 14%
- 14 Emerging ELLs 14%
- 22 Transitioning ELLs 22%
- 47 Expanding ELLs 47%
- Last year 21 students reached a Commanding level 21%

The data patterns show that the bulk of our students are Expanding. We will focus on these students to help them achieve or approach a commanding proficiency by strengthening our weakest modality, writing. Our second focus will be to push our Entering and Emerging ELLs by building phonemic awareness and vocabulary. This will set the foundation for their English learning as they move through proficiencies. Our third focus will be on our Transitioning ELLs. We will support our Transitioning ELLs by targeting each students' specific modality needs to help them bridge gaps in their language learning.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school used the AMAO tool to identify at risk students and analyze NYSESLAT data in regards to our AMAO targets, students who made progress and attaining proficiency.

Looking at data from the AMAO tool there is no NYSESLAT data available for our first objective, students who made progress. The change in classification in ENL status does not allow for a conversion between 2014 and 2015 data. When comparing scores without the AMAO tool, the data shows that 21 of our students who have not yet reached a Commanding proficiency did move up proficiency levels, six of which moved from beginner to Expanding across our school.

Looking at the second objective, attained proficiency, the AMAO tool 21.9% of students reach the objective. Our school is on target for this year as well as being projected to meet our target for 2016-2017 school year.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home 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 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 teachers 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 ENL/bilingual teacher, knowledge of the native language capacity/challenges, and the outcomes from the teacher's progress monitoring. We follow the timeline 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 know 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 exist in the native language as well in order to differentiate 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 student's new 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 ENL 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 ENL 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 analyzing student work, writing, and on reading assessments. During IEP team meetings and during conversations with school leaders, the ENL teacher advocates for our 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

7A. English proficient students are assessed with Spanish WRAP running records, English Fountas and Pinnel 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, Palabras al Paso 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 continue to recruit 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. 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).

We evaluate the success of our programs for ELLs based on both quantitative and qualitative data. We monitor quantitative data progression via NYSESLAT scores and reading levels based off of Teacher's College running records. Conversations about successes and challenges happen regularly during SLT meetings, SBO time, grade teams, and dual language vertical planning time.

Part IV: ELL Identification Process

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

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

At the time that a new student is admitted to the school, the Pupil Accounting Secretary is the first recipient. She inquires about languages 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 checks if there is a home language already entered into ATS. Rasheda Chowdhury, our school’s ENL teacher, who is certified by New York State to teach English as a New Language, ENL is also consulted before entering a Home Language code.

Ms. Chowdhury administers the HLIS, oral interviews with parents/ children (conducted in Bengali when applicable), and tests the children to determine their English proficiency level through the use of the initial assessments including the NYSITELL, Spanish LAB, and the end of year exam, NYSESLAT. Ms. Chowdhury 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. Chowdhury reviews the HLIS with the parent and provides any Spanish/Bengali 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, the NYSITELL is administered within the first ten days to determine the child’s eligibility and level of proficiency. If the child has an IEP, a Language Proficiency Team (LPT) is formed and reviews evidence of student’s language development. A copy of the NYSITELL determination form is placed in the child’s cumulative folder. If the child who holds an IEP is determined to take the NYSITELL then the regular procedure ensues.

Following the NYSITELL administration: A child who has reached proficiency and receives a commanding score receives a letter of non-entitlement. 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 NYSITELL set the purpose of the conversation during the EPIC orientations. Hand scores from the NYSITELL results are maintained by the ENL teacher at school and proficiency scores are formally determined by the results that are found on an RLAT report when they 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. Chowdhury (the ENL teacher) has each parent sign in and they receive a parent brochure in their home language. The agenda is reviewed and Ms. Chowdhury cites the research on the benefits of the three programs that are available in NYC public schools including TBE, Dual Language, and ENL. 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 ENL teacher in the administrative binder. The parents’ selection is then recorded in the ELPC screen in ATS. The ENL 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, 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/ENL office, room 118.

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

Grant Avenue Elementary School uses the first 30 days of initial enrollment to make an initial SIFE determination. The HLIS is the beginning of the SIFE identification process in that the family indicates a child’s educational background. If there is an indication of an inconsistency or interruption in formal schooling then we investigate further to find out if the child is a newly identified ELL in grades 3-5 and received a beginner or emerging proficiency level on the NYSITELL. We then administer the oral interview questionnaire and proceed with the LENS tool that is given in the home language of the child. Student work is also used to inform the SIFE status of the child. The determination is then entered on the BNDC screen in ATS. From our understanding, the SIFE status can be officially modified for up to one year and is removed when the child scores a transitioning or higher score on the NYSESLAT.

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

The Language Proficiency Team, LPT, at Grant Avenue Elementary School is comprised of our school leaders Mrs. Erat and Mrs. George, our ENL teacher Ms. Chowdhury, our IEP teacher Mr. Marra, the parent/guardian of the child, and a translator if needed. We review the student’s history of language use at home and in school. The LPT reviews the child’s abilities, skills, and behaviors in

order to decide if the disability is inhibiting or affecting the student's capacity to demonstrate English proficiency. The principal and our superintendent have the final word. The parents are notified within 3 days in the appropriate language. The Language Proficiency Team NYSITELL determination form is kept in the child's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL teacher 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 5 days after the NYSITELL (given within the first 10 days after child is admitted) is scored and scanned into ATS. A copy of the EPIC parent survey is maintained in the ELL administrative binder located in the ESL/ENL office and the originals are placed in the child's cumulative file. Ms. Chowdhury 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

During the EPIC orientations, it is conveyed that the parent has the right to appeal the ELL status. If the parent writes a written request and consent then we can initiate the re-identification of the ELL status only within the first 45 days of enrollment. This includes a review of the HLIS, a review of student work in both languages, a consultation with the parent/guardian, (in the case of an IEP may consult with the committee on special education), and a review of the child's capacity across all four modalities. The principal and superintendent make final decisions regarding the ELL status. Modifications and accommodations are made based on the final determination. Notification and documentation is placed in student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

First and foremost, parent's choice dictates the placement of a new, incoming ELL in both ENL and dual language within the first ten days of enrollment. 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 ENL is parent choice. To make this informed choice, parents watch the EPIC video in their home language, 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 ENL small group instruction with native language support. 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.

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. Chowdhury, speaks Bengali and when appropriate can fluently present the options to families in Bengali. She will call other staff members who speak Spanish, French, 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 affects 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 performing 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 entire 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 ENL 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, ENL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school ensures that parent surveys and program selection forms are returned in a timely manner. Our ENL teacher Rasheda Chowdhury offers multiple opportunities for parents to complete parent surveys. Families are contacted by phone calls and letters home. We also outreach in person at dismissal, Family Fridays, Parent workshops, orientations and September parent teacher conferences. Translations are used to contact parents in their home language. During the EPIC orientations, families watch the video in their preferred language and given information on bilingual, dual and stand alone ENL in their home language. Parents sign forms that correspond to their preferred language during the EPIC orientations. We give our families a comprehensive understanding of each program, research on language acquisition, common core expectations, grade level benchmarks, learn reading strategies, and observe live classroom instruction, so they can make an informed decision. If we are unable to reach a parent after our many attempts, the child is placed in our dual language bilingual program as per CR Part 154.2. We monitor parent program choices and enter the data on the ELPC screen in ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We provide families with placement letters translated in their home language from the DOE website. Letters are distributed to parents in red school-to-home correspondence folders or during meetings with the family with the ENL teacher, Rasheda Chowdhury, to discuss the placement based on parent's choice. If the parent did not choose a program the child will be placed in our schools dual language program where space and language apply as per CR Part 154 and will be informed of their placement.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters that have been translated to Spanish, the dominant language at our school, (also available in other languages upon request) are distributed to parents in red school-to-home correspondence folders or during meetings with the family with the ENL teacher to discuss the placement based on parent's choice.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our school maintains ELL documentation in two locations, student cumulative records and in an administrative binder in the ENL office (room 118). HLIS surveys, NYSILTELL, and parent selection forms are located in cumulative records to follow students as they move through the school. These documents are important for all staff to have awareness of as a student enters their class. The ENL administrative binder holds entitlement letters, signed parent meetings, and title III letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In September 2015, Grant Avenue Elementary School will be in its seventh year of operation and we annually administer the NYSESLAT. In order to administer the NYSESLAT to all eligible ELLs, Ms. Chowdhury prints out the RLER report in ATS and she uses those names to compile a list of students who will take the end of year exam. Ms. Chowdhury adds any names of any new arrivals or new admits that are additionally eligible to take the NYSESLAT. Then, Ms. Chowdhury 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 all three other 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 as needed. Ms. Chowdhury 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. Chowdhury and our other ENL teachers meticulously carry out each section of the NYSESLAT, prepares the tests for packaging and delivery to our district's Integrated Service Center on the appropriate day.

Once the official scores are available on ATS, a team of educators analyze the scores both as a whole and by receptive/productive sub skills. The team looks for patterns, identifies the needs, and makes an action plan to respond to the needs of our students so that our instruction is driven by the data. The data is communicated to families during parent teacher conferences, letters home, or during individual meetings with the ENL 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school sends continued entitlement letters home to families translated from the DOE website to home languages in the child's red folder. Rasheda Chowdhury, the ENL teacher assures each child receives a continued entitlement letter. We ask that parents sign and return a tear off at the bottom of the page as receipt of the letter. If the receipt is not returned, we give a second copy during our individual parent meeting during parent teacher conferences. During that meeting, parents sign that they received the letter and are given the NYSESLAT score. The receipts are held in the ENL compliance binder in the ENL office in room 118.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Grant Avenue was a new school that opened in September 2009. The trend over the past seven years indicates that most Spanish speaking families select our dual language program and all other home languages select English as a New 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 ENL. 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 7 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 to decide collaboratively which program will best serve the child according to his or her need. In our registration packet, we have 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. We have introduced a K assessment and some new placement procedures outlined above 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Description of Program:

Grant Avenue Elementary School opened for the very first time in September 2009. September 2015 begins our seventh academic year and we are located in the Bronx, NY. Grant Avenue serves a total of 95 English Language Learners (ELLs) in grades K-5. Our English Language Learners comprise 21.88% of the total student population. We follow a combination of an integrated push in model and standalone pull out model in K-5 where scheduling and number of ELL students in a class allow. We service our ELLs in groups determined by grade and proficiency level. At Grant Avenue, twenty one ELLs are enrolled in our dual language, thirty ELLs have individualized education plans, and seventy four students receive ENL instruction in both the general and special education classrooms. Our demographics are diverse and include speakers of Arabic, Bambara, Bemba, Bengali, Chinese, English, French, Fulani, Hausa, Japanese, Mandinka, Soninke, Spanish and Twi.

Our staff at Grant Avenue is multilingual and multi-cultural, which creates an environment where our ELLs feel comfortable in our school community. Our ENL teacher, Ms. Chowdhury, is certified to teach English for grades K-12. Ms. Chowdhury and our second ENL teacher provide integrated and stand alone ENL instruction for all students as per CR Part 154.2. Our ENL teachers collaborate with the classroom teacher to push for integrated co-teaching in classrooms to provide extra support to our ELLs. In addition, students also receive pull out services to target specific skills. Balancing both types of service helps to meet 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 intend to use CCSS to guide our instruction. We will create lessons that focus on building arguments that are deeply supported by concrete evidence based on visuals or texts. We intend to include the 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, ENL strategies are incorporated into the curriculum and ELLs are fully integrated into the school community. We are proud and celebrate the variety of languages and cultures. We believe that best practices for ESL are best practices for all our students.

- b. TBE program. *If applicable.*

Currently, we do not have a transitional bilingual program but we do convey to families during the EPIC orientations that they are entitled to transfer to another school like P.S. 35 if they want to enroll their child in a TBE program.

- c. DL program. *If applicable.*

Grant Avenue Elementary School has a Spanish dual language program that serves ELLs and non-ELLs from Kindergarten to third grade. We follow a 50:50 self contained model of instruction where half the day is taught in Spanish and half the day is taught in English. This year we are amending the 50:50 structure in that we will be teaching Spanish literacy through the content areas (literacy, science, social studies, and math) . We will be using thematic instruction, which allows for academic Spanish and English vocabulary to be taught through natural semantic mapping. Math is taught 3 days in Spanish and two days in English. Science and social studies are taught in Spanish. The Spanish literacy language block teaches reading through shared reading, independent reading, and station teaching. We are also transitioning to Spanish WRAP assessments and full use of the phonics program called Palabras a su Paso. The bilingual teacher services the ELLs in the program and offers extra language based strategy groups to further support language acquisition and encourage the natural transfer of strategies from the L1 to their L2.

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

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

Our dual language program receives 500 minutes of English language instruction and 500 minutes of Spanish language instruction through the content areas every week to all ELLs (Entering, Emerging, Transitioning, Expanding and Commanding). Our ENL program provides 360 minutes for our entering and emerging ELLs. We provide 180 minutes for our transitioning and expanding ELLs. We provide 90 minutes of ENL services for our ELLs who have reached a commanding proficiency level (for up to 2 years)as outlined in CR.Part 154-2. The way we ensure that the minutes are met is that we have two ENL teachers supporting the students with ENL instruction. One is responsible for K-2 and the other services 3-5. Our two ENL teachers identify students who receive ENL

services and divide up the caseload to ensure students receive the time they are entitled to. Students are seen in 50 minute blocks across the week, allowing students up to 200 minutes a week when seen four days a week. Our students who are entitled to receive 360 minutes receive 400 minutes when using our schools 50 minute period blocks.

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

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 ENL teacher assists students across all subject areas. In math content area is supported by teaching specific math vocabulary to help break down word problems, uses math word problems as shared readings and close reading, reads math related read alouds, and makes real life connections to math when possible. Science and Social Studies topics are tucked into ENL teaching through shared texts that correspond directly to topics covered in the classroom. These excerpts are used as close reads to target CCSS and focus on comprehension skills. Visuals related to science and social studies topics are also used to elicit conversation that builds vocabulary within the content area and target listening and speaking skills addressed in the NYSESLAT and CCSS. Language stems will be created in all academic subjects to help our students express their thinking verbally in every content area and hoping to bridge these stems into student writing. Our ENL teachers will align their lessons to target content delivered in classrooms and that reflects CCSS. All lessons will also target each learner's specific needs, based on NYSESLAT data, observational data and collaboration with the classroom teacher.

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 to teach the content areas which are aligned with the 50:50 model. We make an effort to provide content area materials in each language. During non-fiction units, dual language classes like in ENL, 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. 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.

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

Ells with limited English who have a home language of Spanish initially evaluated on Spanish language dominance through the Spanish LAB and are appropriately evaluated in their native language through the WRAP running records in Spanish and data is formally collected 3 times 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. We also use the word study assessments from Palabras en su Paso that helps us to differentiate our instruction for phonemic awareness and word parts. Additionally, when available and appropriate, we provide translations in the native language for state exams like the math and science. 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?

How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition?
Reading is assessed on an ongoing basis but data is formally collected across the school five times a year in English and our dual language classes formally assess Spanish 3 times a year. In Writing, on demand assignments are used to assess needs before each unit and growth at the end of a unit. ENL teachers collaborate with classroom teachers to determine needs of each student based

on this data and classroom data. ENL teachers also, give writing tasks to students that can be evaluated using NYSESLAT standards. Oral language is elicited during turn and talks, debate protocols, accountable talk, 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 during our test sophistication preparation for 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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/RTI intervention teacher as needed 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 wholeheartedly 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 our developing ELLs 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 ENL support and AIS/RTI intervention support. They are mandated to attend 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 ENL service. Next year, if we will have ELLs that will have received 6+ years of service and hold a Long Term ELL status, our plan is that we will continue to strengthen the core instruction in ENL with a more targeted approach in areas of need. These ELLs will continue to participate in ENL, Title III, and AIS/RTI 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. As per CR Part 154.2, former ELLs receive 90 minutes of integrated instruction a week for two years after passing the NYSESLAT. This service provides literacy supports as needed, ENL scaffolds, to ensure that these students are functioning on grade level. Former ELLs are also entitled testing accommodations on state tests for two years after passing the NYSESLAT.

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

The 6-12 month period is key for identification and re-identification of ELLs. Our certified ENL specialist, Rasheda Chowdhury, begins the process. She is assisted by a team which consisted of the parents, certified classroom teacher, perhaps a CSE member, and the principal/ superintendent to seek approval of identification or re-identification. during the 6-12 month period, we will observe the child, consult with teachers, consult with parents, and monitor student work products to ensure that the child is achieving grade level performance standards. As per CR Part 154-2.3, we will provide extra support to the child

Chart in order to ensure that the child thrives. If need be, we would informally service the child with ENL services and/or RTI intervention if it is deemed to be beneficial to the particular child in the particular circumstance.

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

Teachers of ELL-SWDs use the same instructional materials that are required of all students. This includes choices in writing paper, texts at students' reading levels, access to learning manipulatives. Students are also 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. The decision of which teaching strategy or modified material comes from consulting a student's IEPs and collaborating with their teacher. The use of technology to enlarge documents or provide access to computer programs and websites predominantly occurs within a student's classroom or when they visit Grant Avenue's technology lab. Last year our school piloted the use of a computer program to build literacy skills, Imagine Learning. As a school we are still exploring different options in technology, but are learning from our pilot year with Imagine Learning for technology options that will support our students' needs. The materials in all cases will be high interest, age and developmentally appropriate.

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

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. Our school offers 3 ICT classes in grades 2, 4 and 5 this school year. This allows ELL-SWDs more flexible programming, maximizing time spent with non-disabled peers. It is preferred that ELL-SWD are entered into the ICT class so the minimal amount of disruption in delivery of instruction occurs. Our school is small with only 3 classes on most grades, placing ELLs-SWDs in ICT classes is a best practice in programming these students. ELL-SWD in more restrictive settings receive ENL services with non-disabled peers performing at or around the same level to target instruction in an inclusive environment.

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

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

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

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



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

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

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

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

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

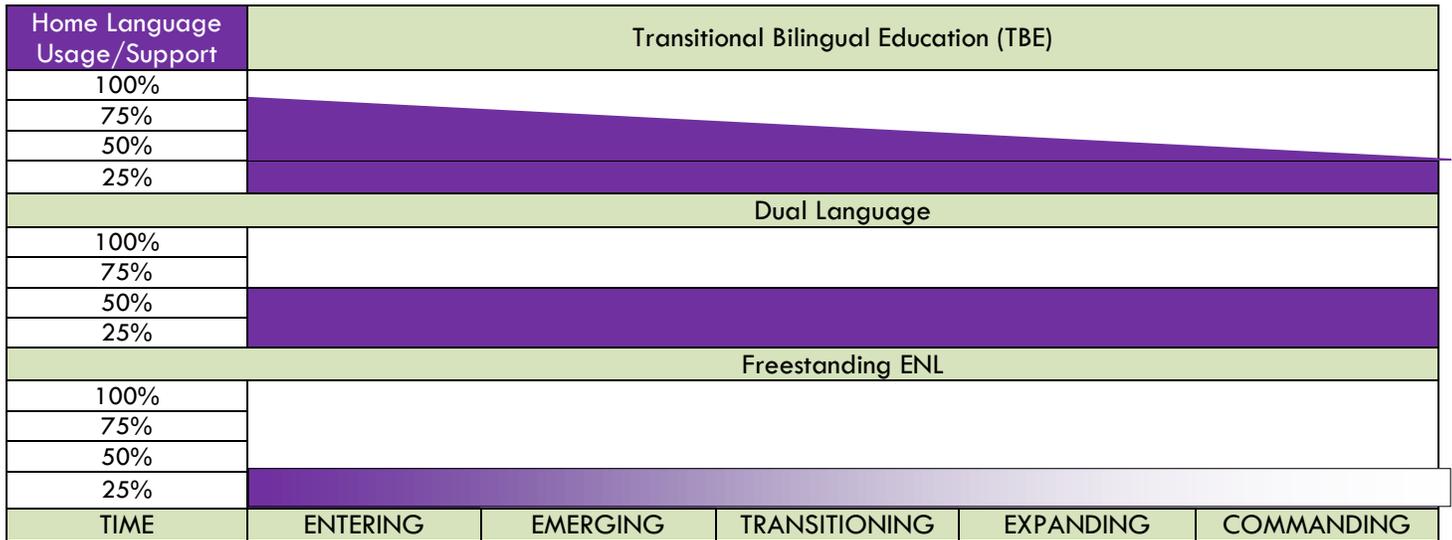


*Note: “other approved services” does not apply to New York City at this time.

Chart
Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. As a school, each staff member has chosen 6 students to target for interventions during instructional time in their content area. Students were chosen based on state ELA and Math scores, as well as running record data in lower grades that do not offer state exams. Our cluster teaching staff opted to align themselves with ELL students to help target our growing ELL population.

In addition, the targeted intervention services offered at Grant Avenue are RTI with Mr. Rahman, who helps push struggling readers up to grade level in small group instruction, and Ms. Tramutola who is a special education trained literacy specialist (our SETTS teacher) who provides intervention in small groups for math and reading. At this time we do not have additional service providers to target interventions in Social Studies, this is done by the classroom teacher. We are still building and growing our out of classroom science program and are developing intervention measures for this subject area. We have ENL instruction across the content areas that give extra support for our ELLs to succeed in the mainstream curriculum. Many of these staff members are not able to speak the home languages of our diverse ELL population. When available assistance is given the native language to help support the student and assist intervention measures.

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 RTI, ENL, and SETTS 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.

11. 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 and that is clearly evident in measures of individual progress. Historically, 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.

12. 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. Also, across the school we have 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 inter-visitations through our lesson study cycles so that colleagues can learn through constructive feedback and from one another. We are continuing to develop partnership with neighboring schools that have similar ENL 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.

This year, we are shifting our 50:50 model of dual language instruction. We are developing an explicit language focused block of time that is dedicated to teaching foundational skills, academic vocabulary, speaking activities, literacy and language skills that are outlined in the common core standards themselves. We are going to pilot the Palabras a su Paso program and teach Spanish literacy through the content areas. We are continuing to be mindful of the 50:50 English proficient/ELL student balance in our dual language programs. Furthermore, we are offering more family support and family workshops including those that give parents a clear sense of the new common core standards.

13. 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.

14. 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 additional programs in place that enhance learning. The first is our AIS/RTI intervention specialist, Mr. Rahman, serves our ELLs and other at-risk, struggling readers in small groups. 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. 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. We have weekly Family Fridays where families are invited into our classrooms to learn alongside their children. We have a unique, weekly advisory program that stresses our school-wide core values like 'making problems smaller.' This program teaches lifelong problem solving skills through read alouds and group activities.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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 speaking ENL teacher supports the home language in Spanish and our Bengali speaking ENL 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 ENL and Dual Language classes.

17. Explain how the school ensures all required services/resources support and 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.

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

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 ENL 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.

19. What language electives are offered to ELLs?

The language elective offered to ELLs is Spanish and English as presented in our dual language program.

20. For schools with dual language programs:

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

20A. What dual language model is used (side by side, self contained) explain how much of the instructional day (percentage) EP and ELL are integrated

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 for half the day in each within a self-contained classroom. 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.

20B. In which language is each core content area taught?

This year, we are teaching Spanish through the content areas. Social studies and science are in Spanish. Math is split (3 days in Spanish and 2 days in English). This is a sensible shift because our instructional materials naturally come in Spanish (Go Math, FOSS, and social studies texts are in Spanish). Our Spanish literacy is therefore thematic and mostly based on complex, non-fiction texts.

20C. How is each language separated for instruction?

The languages are kept separate by clearly delineating the language of the day. Our environments are set up in such a way that there is an invisible line down the center of the room where one side is dedicated to Spanish and the other is English. Students physically shift their bodies to face the charts in the appropriate language. 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. Charts are color coded. English charts are in blue (green for highlighting). Spanish charts are black (red for highlighting). The children have become accustomed to the routine, know to expect a different language at different times each day, know where to look in order to access the appropriate anchor chart that matches the daily target language.

20D. Is emergent literacy taught in the child's home language first(sequential), or are both languages taught at the same time(simultaneous)?

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.

B. Professional Development and Support for School Staff

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

Grant Avenue is a Teacher's College Project School and all educators attend professional development workshops at TC. Our ENL 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 ENL teacher attends other related ELL workshops that are compliance related workshops like those associated with AMAO, NYSESLAT, or RTI for ELLs. Last year, we sent all our ELL educators to the NYSABE 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 our ELL educators can share their knowledge of ELLs with classroom teachers and families.

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.

 - What are Tier II words and academic vocabulary?
 - Examining specific strands of the Common Core language standards and shift six
 - Qualitative features of complex texts
 - Strategy: Chunking texts into accessible parts for all learners with informational texts
 - Strategy: Strategic selection of words to teach
 - Strategy: Shades of meaning and tier II vocabulary
 - Academic Vocabulary Sorts: picture sorts, sound sorts, word sorts, concept sorts, content sorts
 - Strategy: Break up complex words with affixes and roots
 - Facilitating a culture of accessible words and crafting a rich print environment
 - Academic vocabulary classroom scaffolds
 - 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
 - Election Day: Collaboratively discuss brief, intriguing articles on academic vocabulary by experts like Robert Marzano, Kate Kinsella, Elfrieda Hiebert, and Isabel Beck
 - Teacher's College Calendar Days for all teachers of ELLs regarding common core alignment and instruction for ELLs in non-fiction texts.
 - School Secretaries are sent to trainings through our borough support field center and superintendent as available.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ENL teacher 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 ENL 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. We also have a study group that examines the expectations of the standards and mapped out a scope and sequence of foundational skills including sentence structure, root words, and academic vocabulary that we embed in our close readings of complex texts.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

All teachers attend professional development because we are lifelong learners. Much of the professional development is done in house

because it powerfully draws on the collective wisdom of the team of educators. Much of the professional development for the 2015-2016 school year will be centered on strengthening tier 1 core instruction, differentiation, and UDL strategies because it is tied to our CEP goals. We collaborate often but plan on executing an ongoing pd session on coteaching and strategies to collaborate that will be especially supportive of integrated ENL classrooms.

Our classroom teachers and our ENL teachers 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 ENL 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. 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 ENL teacher leads workshops and mini courses that are centered on second language acquisition, best practices for ELLs, state mandates, and common core for ELLs. One example of this is during our Monday PD time, our ENL teacher led 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 ENL 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 within 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 the ELL administrative binder located in our ESL office, room 118.

C. Parental Involvement

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

In June of the previous year and at the beginning of the school year, our ENL team provides a parent orientation for families where we tour the school, review the goals of our program, discuss language proficiency levels, and collaboratively learn strategies that support language acquisition. We provide instructional materials that can be used at home. We expose, model, and practice the strategies we do at school so they can be successfully implemented independently at home. We have parent meetings with families throughout the year that are either initiated by the school or the parent and then we make a plan with the families and follow up two weeks later, and set a series of checkpoints during the year. Our ENL teacher is the point person who conducts many of the conversations. She will help support the family and direct the family to the right person or resource depending on the individual situation.

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

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3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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. She holds many workshops throughout the year to engage and educate families. She also meets with families for one on one meetings to help facilitate the bridge between school and home. She is a resource for helping parents make decisions about programs and liaison between family to family. 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. There are rewards for active participation at various school activities.

We have several programs that help establish the families as an integral part of our Grant Avenue Family. There is a plan initiative is that we are partnering with P.S. 35 and offering adult ENL classes to our families. 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 ENL 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 ENL 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. Our guidance counselor, Ms. Urena, is bilingual and works closely with the families to help support their children emotionally, socially, and academically. Ms. Urena, Ms. Cherry, Ms. George (assistant principal), and our ENL 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Grant Avenue partners with community based organizations to provide outside services to our families. We partner with our afterschool program called Building Young Professionals. We received a grant to open a medical clinic at school. We are proudly hoping to continue an ENL program for parents at P.S. 35. We send our families who want additional English classes to our local library, Melrose Branch. In 2015, we have many new initiatives that we will roll out including City Year, Change for Kids, and we have been designated as a Learning Partners host school. Parents are invited to help support these initiative and volunteer as well. 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.

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

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.

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

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.

D. Additional Information

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

School Name: Grant Avenue Elementary School

School DBN: 09X449

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristin Erat	Principal		
Asalmah George	Assistant Principal		
Lisa Cherry	Parent Coordinator		
Resheeda Chowdhury,ENL	ENL/Bilingual Teacher		
Patricia Acuna	Parent		
Linda Cavanaugh, ENL	Teacher/Subject Area		
Omar Granillo, 3rd Grade	Teacher/Subject Area		
Christyn Knecht	Coach		
Angeline Anderton	Coach		
Alba Urena	School Counselor		
Leticia Rodriguez-Rosario	Superintendent		
	Borough Field Support Center Staff Member _____		
Anthony Marra	Other <u>IEP Teacher</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X449** School Name: **Grant Avenue Elementary School**
Superintendent: **Ms. Rosario**

Before you begin, please check the following:

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

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

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

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

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

At Grant Avenue Elementary School, we are sensitive to the language preferences and translation/interpretation 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). HLIS originals are placed in the student's cumulative file for reference and the ENL staff maintain a hard copy of a spreadsheet with students and their home language in the ENL administrative binder in the ENL office, room 118. The data in this spreadsheet can be sorted by class, grade, language, name, or ENL status as needed for reference and is updated regularly. 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 school-wide emergency card administrative binder located in the main office). ATS reports related to language needs are maintained in the ENL administrative binder in the ENL 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 our STARS 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 parents also volunteer to translate for other families and we recently acquired a translation machine for workshops/large events. Our parent coordinator, Ms. 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 our parents are active members of the community and in their child's education.

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

We have families that speak English, Spanish, French, Arabic, Chinese, Japanese, 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 2 students with a family who speaks Arabic, 3 students with a family that speaks Bambara, 1 student with a family that speaks Bemba, 22 students with a family that speaks Bengali, 3 students with a family that speaks Chinese, 216 students are English dominant, 7 students with a family that speaks French, 3 students with a family that speaks Fulani, 1 student with a family that speaks Ga, 4 students with a family that speaks Hausa, 1 student with a family that speaks Japanese, 10 students with a family that speaks Mandingo, 2 students with a family that speaks Soninke, 185 students with a family that speaks Spanish, 7 students with a family that speaks Twi. 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, and Ms. Chowdhury, our K-2 ENL teacher, supports them during family workshops and individual meetings because he is able to communicate in their native language. Often, a parent will also help with translations for less common languages 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: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our registration packets and critical documents pertaining to safety, health, rules, admission, discipline, academic standards, student progress, STARS report cards, school calendar, placement in special education, ELL placement information, benchmarks 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". These 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. These teachers are allotted time before school to translate documents submitted by staff members that need translation. 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. We utilize these services when contacting families, and during parent teacher conferences in September, November, March and May as well as additional parent meetings as needed.

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

The formal face to face meetings that our school invites families in throughout the year include curriculum nights, parent teacher conferences (September 16, November 13, March 18, May 13), EPIC parent orientations, Kindergarten orientations, middle school orientation night, Family Fridays, school-wide events, and for our numerous workshops. We also invite families to join our PPT team meetings, IEP meetings, counseling sessions, attendance conversations, and for any informal meeting with a teacher.

Part C: Providing Language Assistance Services

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

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. Teachers who can provide translation services are given per session before school to assist with written translation needs and often volunteer their time to assist with verbal translations. Our multilingual staff therefore does the majority of oral and written translations because it is both sensitive to the family's cultural needs and are immediately available so that we can accommodate our families in a timely manner. 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At Grant Avenue, our families can access several point people who speak their native languages including the school secretary, guidance counselor, ENL teacher, AIS/RTI 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.

Part D: Training Staff on Policies and Procedures

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

Our ENL teacher and Parent Coordinator offer a training session to the whole faculty during our summer orientation retreat. In that training, we provide our staff with the tools to use the translation services and over the phone interpretation services. We review this information a second time prior to curriculum night and parent teacher conferences. The contact number for translation services is included in our school's weekly newsletter before parent teacher conferences. We also learn how to access the links and resources on the DOE website.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights

- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Grant Avenue downloads the critical documents like the ones listed above and posts them in a conspicuous and prominent location. We print the documents in multiple languages and post the bill of rights, discipline code, chancellor's letter to parents, report cards, welcome poster, and more from the language access policy page on the DOE website. Our phone messenger and all written communication home is in both Spanish and English. Most translations are done on site. We use the translation services when necessary or requested.

Part F: Monitoring and Quality Control

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

Our ENL teacher and Parent Coordinator offer a training session to the whole faculty during our summer orientation retreat. In that training, we provide our staff with the tools to use the translation services and over the phone interpretation services. We review this information a second time prior to curriculum night and parent teacher conferences. The contact number for translation services is included in our school's weekly newsletter before parent teacher conferences. We also learn how to access the links and resources on the DOE website.