



**WILLIAM E. GRADY HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 21K620**  
**ADDRESS: 25 BRIGHTON 4<sup>TH</sup> ROAD, BROOKLYN, NY 11235**  
**TELEPHONE: 718-332-5000**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 620      **SCHOOL NAME:** William E. Grady HS

**SCHOOL ADDRESS:** 25 Brighton 4<sup>th</sup> Road, Brooklyn NY 11235

**SCHOOL TELEPHONE:** 718-332-5000      **FAX:** 718-332-2544

**SCHOOL CONTACT PERSON:** Geraldine Maione      **EMAIL ADDRESS:** Gmaione2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kenya Dempster/

**PRINCIPAL:** Geraldine Maione

**UFT CHAPTER LEADER:** Christopher Manos

**PARENTS' ASSOCIATION PRESIDENT:** Cathy Newman

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Briana Newman/Mark Edwards

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** CFN 405

**NETWORK LEADER:** Karen Ditolla

**SUPERINTENDENT:** Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Geraldine Maione	*Principal or Designee	
Christopher Manos	*UFT Chapter Chairperson or Designee	
Cathy Newman	*PA/PTA President or Designated Co-President	
Carmelie Dubuisson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nicholas Bruzese	DC 37 Representative, if applicable	
Briana Newman/Kadeem Folkes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Spencer	Member/Teacher	
Claudette Louis	Member/Teacher	
Kenya Dempster	Member/Parent	
Faye Hodge	Member/Parent	
Jane Marziliano	Member/Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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### **MISSION:**

*To bring forth in each and every one of our children a feeling of great self-worth and self-esteem. Then, we will reach out and touch the hearts, hands and the minds of tomorrow and educate to the limits of their abilities and beyond.*

### **EXTRACURRICULAR ACTIVITIES**

The school participates in 22 PSAL sports including: Varsity & JV Baseball, Boys Varsity & JV Basketball, Girls Varsity Basketball, Boys & Girls Bowling, Varsity & JV Football, Handball, Cross Country, Indoor Track, Outdoor Track, Soccer, Cricket, Volleyball, Wrestling, Softball, and Boys & Girls Volleyball. Other non-PSAL activities include Table Tennis, Chess, and Cheerleading.

Student organizations include the Student Government, Hispanic Cultural Club, Women's Empowerment Club, Caribbean Club, Yearbook Club, Chess Club, Creative Writing Club, Explorers, Robotics Club, National Honors Society, Junior Achievement, Steel band, Step, Hip-Hop dance Club, VICA and Skills USA.

The Grady community as represented by the Leadership Team understands that learning is more than sitting in a Teacher centered classroom. Activities at Grady, both instructional and extracurricular, are engaging and effective in empowering students to succeed.

### **SPECIAL FEATURES OF GRADY HIGH SCHOOL**

Pursuit of the Dual Mission – Academic and Career and Technical Education success requires students to complete: 48-56 credits in four years (as opposed to 44 at the other high schools). For this effort an academic diploma and a CTE endorsed diploma (often with industry certification) are granted to successful students. Students earning an endorsed diploma from Grady can enter the workforce at an income level that is equal to that of a four-year college graduate.

Our collaboration with **New York City College of Technology** allows students in our Heating Ventilation and Air Conditioning program to transition seamlessly into a new Custodial Engineering program designed for students from Grady high school. Students will then have the opportunity to take the entry exam for employment as a custodian in the DOE's Department of Facilities Management.

Collaboration with **New York City College of Technology**, CARPE DIEM, will provide support for all students in the 2009 cohort for the entire four years that they are at Grady high school. Support in mathematics will be provided by the College of Technology. All teachers in the program will also be trained by the College of Technology in the use of technology in the teaching of mathematics.



SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	6	11	Number of Administrators and Other Professionals	38	44	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	5	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	117	107	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	81.1	86.5	TBD
				% more than 5 years teaching anywhere	64.4	75.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	81.0	82.0	TBD
American Indian or Alaska Native	0.5	0.3	0.4		86.7	90.1	TBD
Black or African American	73.6	76.2	74.1				
Hispanic or Latino	18.6	16.4	17.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.3	2.7	3.1				
White	5.0	4.2	4.6				
<b>Male</b>	80.6	81.4	81.3				
<b>Female</b>	19.4	18.6	18.7				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<u>Phase</u>			<u>Category</u>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced					√	

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>		
<u><b>Elementary/Middle Level</b></u>		<u><b>Secondary Level</b></u>
ELA:		X
Math:		X
Science:		√

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u><b>Elementary/Middle Level</b></u>			<u><b>Secondary Level</b></u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				√	X	√	55
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				√	X		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities				X	X		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	X		
<b>Student groups making AYP in each subject</b>				<b>3</b>	<b>0</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	46.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	6.2	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	27.5		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	1		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
<b>KEY: PROGRESS REPORT DATA</b>	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **OVERVIEW OF SCHOOL PERFORMANCE TRENDS**

Over the past few years, Grady has continued to show improvement in many areas. The graduation rate continues to increase, with a graduation rate of 51.6% last year. The passing rate of students on Regents exams continues to improve with the push towards getting a 75 or better to avoid tests in college for remedial classes. However, the amount of credits being earned by students is continuing to be a problem for the school. The English department continues to make strides and make their marks set forth by the State, shown on the NY state report card. However, although the Math department has shown an increase in performance, it was not enough to make the marks set forth to them.

### **AIDS TO IMPROVEMENT:**

- The creation of a student center has driven the students to be more active in their high school career. The student government is bigger and stronger than ever before. This will aid in changing the school culture and tone.
- The increase of college trips for students with parental involvement brings forth motivation of graduating after 4 years with parent support.
- Increase in student praise and celebratory events bring about a desire to do well and succeed.
- Introduction of online grade book provides students with the knowledge of how they are doing in their classes among other things.

### **BARRIERS TO IMPROVEMENT:**

- The scholarship report shows students are having a hard time passing their classes. Because of this, Grady has created an inquiry team to look at the grading policy of the school and individual subject areas.
- Attendance decreased within the last year to 78.2%. Because of this, Grady has put forth more effort in attendance outreach programs. Teams were created, consisting of school staff to target students to prevent dropout and attendance issues.
- Many parents see the term "Career and Technical Education" as a rebranding of the trade school. As a result, parents who are seeking college-prep high schools do not consider Grady as an option. Grady continues to showcase their accomplishments to the students, parents and community of Grady. Outreach continues to be made to intermediate students displaying the trade programs that are offered.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal 1:**

By June 2011, we will reduce the percentage of students in the All Students Subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 20% or more from the previous year.

**Over the past few years, Grady has increased their passing scores on Regents. We want to continue that improvement. Not only that, but we are trying to make sure Grady students are ready for the college level by working with students to obtain their highest potential.**

### **Goal 2:**

By June 2011, we will reduce the Total Cohort graduation rate gap by a minimum of 30% between the school's Total Cohort Graduation rate and the State's 80% graduation rate standard, for a target of 60%.

**Although Grady's graduation rate has improved the past few years, we still have not obtained the State's requirement of 80%. We would like to continue to improve our rate and will target the at least 60%.**

### **Goal 3:**

By June 2011, we will target students in the school's lowest third and students with special needs, to increase by at least 20% the number of students within these subgroups who earn ten or more credits each year.

**We are looking to continue our success with students with special needs and will aim to have more students pass their classes and obtain the necessary credits to be promoted.**

### **Goal 4:**

For the next progress report, we want to demonstrate an increase of at least two points, improvement for school environment.

**Within the last year, Grady showed a decline in school environment on the survey. This year, we want to showcase all the great things Grady does through the course of the year and improve the tone of the school for staff and students.**

### **Goal 5:**

By the next Quality Review, we want to achieve at least a Proficient.

**Last year, Grady received an undeveloped with proficient qualities rating. We are looking to use the recommendations on the Quality Review to make changes in the building and receive a Proficient rating.**

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**ELA & Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will reduce the percentage of students in the All Students Subgroup who are performing below the Proficient level (Levels 1 and 2) on NYSED ELA and Math assessments by 20% or more from the previous year.</p> <p>Passing scores on MXRE will increase from 30.24% to at least 50.24%. Passing scores on EXRL will increase from 57.43% to at least 77.43%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Hire an Assistant Principal Mathematics, Assistant Principal ISS, Master teacher ISS, and Turnaround teachers in ELA and Mathematics.</li> <li>• Maintain a data specialist and UFTTC Trainer.</li> <li>• Increase collaboration with UFTTC to provide broader professional development offerings.</li> <li>• Program content area teachers with a common planning period to allow for teacher teams to meet and collaborate, and engage in inquiry. All inquiry will be focused on increasing student progress and performance.</li> <li>• Develop inquiry teams to focus primarily on Math and ELA Regents pass rates within targeted cohorts and sub-groups.</li> <li>• Program Special Education teachers for same subject area and grade level in both ICT and SC classes, to assist them in becoming content area specialists.</li> <li>• Conduct professional development in active reading and writing strategies, differentiated instruction and the data-based classroom.</li> <li>• All ICT teachers participate in professional development on effective models of team teaching, facilitated by A.P. ISS and Master Teacher.</li> <li>• Turnaround teachers work closely with data specialist and Math and ELA teachers in identifying Level 1 and 2 students and developing action plans for their success</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• 5 new staff members were hired to assist in this goal at ~\$75,000 per teacher</li> <li>• Funding set aside for before and after school activities such as tutoring(2 times a week for the school year in the Math and English), extended day classes (4, 54 hr classes)</li> <li>• School schedule restructured to have a common period for staff to meet for professional development, inquiry work and other activities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• ACUITY Predictives and ITA's that occur throughout the school year as per the Acuity Calendar</li> <li>• Departmental Uniform Exams that occur throughout the school year. There will be 2 exams per marking period, a final, and at least one project created by the department.</li> </ul>

**Subject/Area (where relevant):** Whole School

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will reduce the Total Cohort graduation rate gap by a minimum of 30% between the school’s Total Cohort Graduation rate and the State’s 80% graduation rate standard, for a target of 60%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A credit recovery program targeting off track seniors and juniors will be implemented in all subject areas.</li> <li>• Academic action plans will be developed for all off-track seniors who have potential to graduate by August.</li> <li>• Dedicated staff inquiry teams will focus on the progress of the 2011 cohort, including attendance, credit recovery and accumulation, and Regents pass rates.</li> <li>• Push-in tutoring for Cohort 2011 students who have not yet passed required Regents examinations.</li> <li>• Maintain partnership with Good Shepherd CBO, 21<sup>st</sup> Century Grant, to provide credit recovery, counseling and incentives.</li> <li>• Parent information/planning sessions for Cohort 2011 held on select evenings and weekends.</li> <li>• Redesign the school’s grading policy to create a uniform assessment plan that reflects and addresses performance trends in graded areas, including homework, exams, quizzes, projects and class work.</li> <li>• Implement electronic grading and policy through Skedula.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Funding set aside for before and after school activities in creating online classes (2, 54 hr classes) and Extended Day classes (4, 54 hour classes).</li> <li>• School schedule restructured to have a common period for staff to meet for professional development, inquiry work and other activities.</li> <li>• \$5000 set aside for guidance to run informational meetings for each grade level of parent.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• ACUITY Predictives and ITA’s that occur throughout the school year based on Acuity schedule.</li> <li>• Departmental Uniform Exams that occur throughout the school year. There will be 2 exams per marking period, a final, and at least one project created by the department.</li> <li>• Constant reviewing of the online progress to ensure passing of class.</li> </ul>

**Special Education**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will target students in the school’s lowest third and students with special needs, to increase by at least 20% the number of students within these subgroups who earn ten or more credits each year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Implement a freshman and Sophomore Academy and its advisors.</li> <li>• Report Card Conferences and Student Goal Setting Seminars held three times per term to inform and support students and hold them accountable for setting and achieving their goals.</li> <li>• Dedicated staff inquiry teams and data specialist focus on targeting the school’s lowest third and special needs students, who make up the larger majority of this population, to ensure that they earn 10 or more credits each year.</li> <li>• Engage the school community in using data to set and track rigorous goals for accelerating student learning.</li> <li>• Turnaround teachers work closely with data specialist and Math and ELA teachers in identifying Lowest Third students and developing action plans for their success.</li> <li>• Program Special Education teachers for same subject area and grade level in both ICT and SC classes, to assist them in becoming content area specialists.</li> <li>• Redesign the school’s grading policy to create a uniform assessment plan that reflects and addresses performance trends in graded areas, including homework, exams, quizzes, projects and class work.</li> <li>• Implement electronic grading and policy through Skedula.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Funding set aside for before and after school activities to assist. This is in the form of 8 different inquiry teams to meet after school and discuss outcomes and progress of students (1 hr per week).</li> <li>• School schedule restructured to have a common period for staff to meet for professional development, inquiry work and other activities.</li> <li>• \$27,000 set aside for the purchase of an online educational program to bring diversity of classes and additional assistance for students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Inquiry team feedback on a weekly basis.</li> <li>• Teacher observations and performance evaluations on a daily basis.</li> <li>• ARIS Inquiry Spaces throughout the course of the semester.</li> <li>• Scholarship Reports reflecting scores on a marking period basis.</li> </ul>

**Subject/Area (where relevant):** Whole School

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the next progress report, we want to demonstrate an increase of at least two points, improvement for school environment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A credit recovery program targeting off track seniors and juniors will be implemented in all subject areas.</li> <li>• Academic action plans will be developed for all off-track seniors who have potential to graduate by August.</li> <li>• Dedicated staff inquiry teams will focus on the progress of the 2011 cohort, including attendance, credit recovery and accumulation, and Regents pass rates.</li> <li>• Push-in tutoring for Cohort 2011 students who have not yet passed required Regents examinations.</li> <li>• Maintain partnership with Good Shepherd CBO, 21<sup>st</sup> Century Grant, to provide credit recovery, counseling and incentives.</li> <li>• Parent information/planning sessions for Cohort 2011 held on select evenings and weekends.</li> <li>• Redesign the school's grading policy to create a uniform assessment plan that reflects and addresses performance trends in graded areas, including homework, exams, quizzes, projects and class work.</li> <li>• Implement electronic grading and policy through Skedula.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• \$8500 set aside for purchase and professional development with Datacation.</li> <li>• School schedule restructured to have a common period for staff to meet for professional development, inquiry work and other activities.</li> <li>• \$17,000 set aside for the purpose of taking students and parents on college tours.</li> <li>• \$10,000 set aside for the purpose of creating celebratory events.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• PTA/Student Government feedback in monthly meetings.</li> <li>• School-developed surveys for parents, students and staff per semester.</li> <li>• School Learning Environment Survey Report in the spring.</li> <li>• ARIS Inquiry Spaces during the course of the semester.</li> <li>• Skedula</li> </ul>

**Subject/Area (where relevant):** Whole School

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the next Quality Review, we want to achieve at least a Proficient.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Develop coherent and rigorous curricula across all subject areas and implement differentiated instruction that aligns to the needs of students. Provide professional development through UFTTC, A.P.'s, Turnaround teachers and Master Teacher.</li> <li>• Expand efforts to build a school culture that promotes safety, respect, and high expectations for all students and members of the school community.</li> <li>• Establish a protocol for supervising instruction to ensure alignment between school goals and supports for teachers in developing pedagogic skill.</li> <li>• Expand opportunities for faculty to engage in collaborative inquiry allowing teachers to have a voice in decision making, which affects school-wide policy.</li> <li>• Expand teachers' use of data to set and communicate measurable, differentiated learning goals for students to improve their progress.</li> <li>• Increase the number of students earning ten or more credits in all years by a minimum of 20%.</li> <li>• Redesign the school's grading policy to create a uniform assessment plan that reflects and addresses performance trends in graded areas, including homework, exams, quizzes, projects and class work.</li> <li>• Program content area teachers with a common planning period to allow for teacher teams to meet and collaborate, and engage in inquiry. All inquiry will be focused on increasing student progress and performance.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• School schedule restructured to have a common period for staff to meet for professional development, inquiry work and other activities.</li> <li>• \$50000 set aside for the development of inquiry teams to work on an effective school-wide policy, identify the needs of students in each subject area and discuss methods of assisting the students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher observations and performance evaluations in a daily occurrence.</li> <li>• ARIS Inquiry Spaces during the course of the semester.</li> <li>• Scholarship Reports for each marking period.</li> <li>• School Learning Environment Survey in the spring semester.</li> <li>• 2010-2011 Quality Review in the spring semester.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	159	159	159	159	265	0	7	3
10	40	140	31	56	29	0	2	3
11	45	44	48	78	10	0	0	0
12	14	36	21	47	3	0	0	1

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>The school has in place a tutorial service that is available to all students who are at-risk of not meeting the state standards. Teachers have been assigned students (adopt a student) to be in small groups during the day. We use an online program called Odysseyware to provide additional help for individual students. Finally, we have an outside organization that runs a math and literacy program after school.</p>
<p><b>Mathematics:</b></p>	<p>The school has in place a tutorial service that is available to all students who are at-risk of not meeting the state standards. Teachers have been assigned students (adopt a student) to be in small groups during the day. We use an online program called Odysseyware to provide additional help for individual students. Additionally, NY Tech works with the school to provide after school and Saturday tutoring in groups.</p>
<p><b>Science:</b></p>	<p>The school has in place a tutorial service that is available to all students who are at-risk of not meeting the state standards. Teachers have been assigned students (adopt a student) to be in small groups during the day. We also provide after school make-up classes for students to make-up missing laboratory exercises.</p>
<p><b>Social Studies:</b></p>	<p>The school has in place a tutorial service that is available to all students who are at-risk of not meeting the state standards. Teachers have been assigned students (adopt a student) to be in small groups during the day. We use an online program called Odysseyware to provide additional help for individual students. We also have an extended day program in social studies for students to make up credits.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The school has an outside organization from a grant that comes in and provides guidance to at-risk students after the school day. We also run a Saturday program for a small group of students using the 7 Habits of Highly Effective Teens curriculum. This program is run by a guidance counselor and the School Social Worker.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Small group counseling and individual counseling occur throughout the day for students at-risk</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Small group counseling and individual counseling occur throughout the day for students at-risk</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Small group counseling and individual counseling from a SPARK counselor throughout the day</p>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,048,989	\$435,754	\$1,484,743
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,489	\$4357	\$14,847
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,449	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$104,898	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**We have set aside funding to support our staff when they enrolled in new courses that will culminate in full certification. Additionally, we provide professional development by outside agencies and our Support Network. We also provide scheduled inter-visitations to various classrooms. Finally, we have teachers work with our Teacher Center worker is an invaluable tool to our staff.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### PARENTAL INVOLVEMENT POLICY:

**William E. Grady High School agrees to implement the following statutory requirements:**

- The school will put into effect programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's education;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

**PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS.**

1. William E. Grady High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings.
- PTA Executive Board members will be involved with District personnel through the District 21 Parents Council.

2. William E. Gray High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the annual Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. William E. Grady High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

Liberty Partnership Program

4. William E. Grady High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the

evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual Quality Review visit conducted by parent members of the school leadership team.

5. William E. Grady High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:

The State's academic content standards.

The State's academic achievement standards.

The State's and city academic assessments including alternate assessments.

The requirements of Title I, Part A

How to monitor their child's progress

How to work with educators.

The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing parents with workshops and courses dealing with computer training and special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by involving parents in the regular activities of the school by an online program to track student progress.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand: school letters are translated and ELL→ students are provided with native language letters of school events  
Translation services information are posted in the school lobby in the appropriate native languages

### **Part III: DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

### **PART IV ADOPTION**

Department of Education of the City of New York  
William E. Grady HIGH SCHOOL

Geraldine Maione, Principal

This policy was adopted by William E. Grady High School High School on 10/22/09 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 1, 2011.

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(Signature of Principal)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**The majority of our students fall under the school wide program and therefore, the assessments are described on page 9.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**During the course of the year we have many opportunities for children of low academic standing. There is during school, after school, and Saturday counseling that is done by the school's counselors as well as outside organizations' counselors. There are trips set up throughout the school year for students to check out colleges and start being aware of requirements for college as well as career opportunities after high school. The change in school schedule from last year gave each class period additional time as well as opportunity for teachers to receive the training necessary to assist low academic children as well. We will continue to bring in incoming freshman to a summer program to give additional enrichment in the areas of English and Math as well as introduce them to the high school life before entering 9<sup>th</sup> grade. We have started to incorporate technology more into the classroom by bringing in Datacation that allows teachers to extend their learning for students beyond the classroom and allow parents to be aware of their child's progress.**

3. Instruction by highly qualified staff.  
**Our teaching staff is not totally highly qualified. Please refer to Appendix 4, section A for implemented strategies to attain 100% Highly Qualified Teachers.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**We offer high quality professional development throughout the year. The school schedule was restructured so that 90% of our staff has a common planning time, professional development period every day. That period is used to provide professional development for all staff, have inquiry meetings, analyze data trends, review data, have meetings with the data specialist, etc. In addition, we have brought Class link as well as Datacation to assist with teaching strategies and implementing data and technology into the classroom.**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Not Applicable**
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - a. **Strategies to increase parental involvement are addressed in Parent Involvement Policy, Appendix 4, Part B. In addition to the information included in that policy, the following will be implemented:**
    - i. **Provide web-based interactive sites for parents to contact the school and to monitor student's progress.**
    - ii. **Hold classes for parents in the use of computer technology and web-based information.**
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
**Not Applicable**
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Inquiry teams were created to increase teacher decisions in grading policies and project based assessments to improve overall instruction**
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
**We have created a schedule for tutoring during the day as well as after the school day. All subjects are targeted for the tutoring and we include additional tutoring during the regents' time to prepare for the exams.**
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
**We coordinate and integrate Federal, State and local services as required under the state education laws and the chancellor's regulation.**

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal			X			
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. —

IDEA	Federal			X			
Tax Levy	Local			X			

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**Currently, we have 12 students in Temporary Housing**
2. Please describe the services you are planning to provide to the STH population.  
**We have a designated person to oversee all students in temporary housing. This person is the school social worker. She meets with each student to determine the needs for each individual. Funds are assigned to cover costs for these needs. In addition, we have an outside organization that helps in providing counseling of students, give incentives to students, and creates exciting activities for the students to inspire growth and a love of school.**

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

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



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	William E. Grady Career and Technical Education Hi					
<b>District:</b>	21	<b>DBN:</b>	21K620	<b>School</b>		332100011620

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.6	82.2	78.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	724	596	465				
Grade 10	306	430	294				
Grade 11	204	164	247				
Grade 12	209	169	163				
Ungraded	0	7	4				
<b>Total</b>	<b>1443</b>	<b>1366</b>	<b>1173</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	96.8	96.8

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.4	75.3	88.2

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	372	52

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	9	8	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	148	137	137	Principal Suspensions	78	122	76
# in Collaborative Team Teaching (CTT) Classes	61	80	79	Superintendent Suspensions	33	46	48
Number all others	81	66	65				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1100	1259
English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	87	86	96
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	38	44	34
# receiving ESL services only	31	27	TBD	Number of Educational Paraprofessionals	8	5	14
# ELLs with IEPs	6	11	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	117	107	313	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.1	86.5	77.1
				% more than 5 years teaching anywhere	64.4	75.3	84.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	82.0	86.5
American Indian or Alaska Native	0.3	0.4	0.9	% core classes taught by "highly qualified" teachers	86.7	90.1	88.8
Black or African American	76.2	74.1	74.9				
Hispanic or Latino	16.4	17.7	15.1				
Asian or Native Hawaiian/Other Pacific	2.7	3.1	3.1				
White	4.2	4.6	6.1				
<b>Male</b>	81.4	81.3	80.6				
<b>Female</b>	18.6	18.7	19.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	X	v	55
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	X	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				X	X	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	X	
<b>Student groups making</b>				<b>3</b>	<b>0</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>	UPF
<b>Overall Score:</b>	46	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UPF
School Environment:	6.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	12.3	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	27.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>21</b>	School Number <b>062</b>	School Name <b>William E. Grady HS</b>
Principal <b>Geraldine Maione</b>		Assistant Principal <b>Tarah Frosini-Montalbano</b>	
Coach <b>Evelyn Katz</b>		Coach <b>Tracy Sutera</b>	
Teacher/Subject Area <b>Nancy Oweazim/Social Studies</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Susan Caprio/CTE</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Edward Mitchell/Mathematics</b>		Parent Coordinator <b>Darlene McDonald</b>	
Related Service Provider <b>type here</b>		Other <b>Spencer Holder, A.P. ISS</b>	
Network Leader <b>Karen Ditolla</b>		Other <b>Todd Gerber, APO</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>1205</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>3.07%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- All incoming freshmen are given HLIS. Additionally, the programming chairperson, Mark Becker, through ACS, prints a report of all incoming freshmen who took the NYSESLAT and their scores. That report is then given to the guidance department and ELL teacher to ensure students are programmed for ELL classes. Todd Gerber, APO identifies students who must take the LAB-R and then either he, or Evelyn Katz, the ELL teacher, administers the exam. When the school receives NYSESLAT scores, we use the data to program students accordingly. We also use the data to evaluate the areas in which our ELL's show improvement or lack thereof, and we adjust instruction accordingly.
  - In addition to outreach done by teachers and administrators, our parent coordinator, Darlene McDonald, plays an important role in parent-outreach. She makes certain that information is disseminated to ELL's parents' in their native language and also runs workshops to explain to parents program elements as well as resources available to them through the NYCDOE and local advocacy organizations.
  - Entitlement letters, parent surveys and program selection are all addressed during the registration process. Assistance, including translation services, is provided during this process to ensure that all documents are filled out properly and that services can begin immediately.
  - Once the school receives the NYSESLAT scores, the programmer and ELL teacher separate students into groups depending on their scores—B, I, A and P. Then we program them for the class that reflects their level of proficiency. For ISS students, we check the IEPs to make certain the document states these students are entitled to ELL classes.
  - The trend is for freestanding ESL classes. In the past several years, all parents have selected ESL as their choice.
  - All program models are aligned with parent requests. We do not offer bilingual education. In order to do so, the school would have to have a bilingual population of at least twenty students per grade level. The guidance counselors and AP of English/Foreign Language explain all program choices to parents and also that currently our school only offers free standing ESL classes. If the parent chooses, s/he may still choose another option and they are informed that if enough parents make the same choice, we will begin a program, at which time they will be notified. If the parent is satisfied, their child is placed in the freestanding ESL class.

## Part III: ELL Demographics

### A. ELL Programs

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										21	6	4	6	37

Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	21	6	4	6	37

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	15
SIFE	9	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	12

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	13	6	2	12	1	5	12	2	8	37
<b>Total</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>8</b>	<b>37</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										0			0	0
<b>TOTAL</b>	<b>0</b>													

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																
Spanish																		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																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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		
Spanish									0	0		
Chinese									0	0		
Russian									0	0		
Korean									0	0		
Haitian									0	0		
French									0	0		
Other									0	0		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0		

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	1	2	3	17
Chinese										0	1	0	0	1
Russian										1	0	0	0	1
Bengali										0	1	0	0	1
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										9	2	0	3	14
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	2	1	0	3
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>37</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1a. The organizational model is self-contained. There are two sections of ESL currently offered. ELL students attend this daily reduced-size freestanding ESL class.

1b. Presently our ESL classes are ungraded and heterogeneous.

2. ELL's are programmed for free-standing ESL classes daily that comply with the required number of instructional hours.

3. In free-standing ESL classes, ELL students receive English language support designed at improving reading, writing and speaking. ELL's attend content-area classes based on their grade level. ESL teacher meets regularly with teachers to identify instructional trends and develop action plans, such as push-in/pull-out tutoring. Classes are conducted in English. NLA instruction is supported in one class with a bi-lingual paraprofessional and NLA students are paired with buddy students in classes of most difficulty (ELA, Social Studies). Teachers are proficient in the use of differentiated instruction to provide appropriate learning activities for ELL's.

4a, b, c, d, e. In addition to their free-standing ESL class, all ELL students attend content-area classes based on their grade level. ESL teacher meets regularly with teachers to identify instructional trends and develop action plans, such as push-in/pull-out tutoring. Classes are conducted in English. NLA instruction is supported in one class with a bi-lingual paraprofessional and NLA students are paired with buddy students in classes of most difficulty (ELA, Social Studies). Teachers are proficient in the use of differentiated instruction to provide appropriate learning activities for ELL's. At the beginning of each year, teachers are given a data spreadsheet with names of ELL students, their years of service, SIFE status, and NYSELSAT Scores. Teachers then have the support of their assistant principals, UFTTC and ESL teacher to develop individualized action plans for these students. In addition, these groups will be the subject of a 2010-11 school year inquiry team that will focus on unified reading and writing strategies targeted at supporting ELL's in the content areas. Our ELL population includes two ELL's who are in the US for less than three years and who speak limited English. Both students were placed in a program that travels together all day and with Spanish speaking buddy students. All of our ELL's have one designated ESL teacher who also serves as the ELL Coordinator and ELL Student Advocate. ELL's identified as having special needs are programmed according to their IEP's, but are still serviced by the ESL teacher, who meets with ISS teachers, arranges testing for ISS students, attends all IEP conferences for ESL students and PD as needed for ISS teachers.



## B. Programming and Scheduling Information--Continued

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

5. ELLs are programmed for both freestanding ESL and ELA classes. In math and content areas, ESL methodology is implemented, as supported by the ESL teacher. This includes, but is not limited to, modeling, bridging, contextualization and a buddy system where ELLs are partnered with students who speak their native language.
6. We plan on implementing a school-wide PD plan to help content teachers continue to support ELLs reaching proficiency. The focus will be on the data-driven classroom and differentiation of instruction. Teachers are trained in analyzing data and developing individual learning goals for the students in their classes. ELL students who still require additional support may also remain in the freestanding ESL class.
7. For the upcoming school year, we have created an interdisciplinary focus group that will work with the school's ELL teacher to help infuse ELL methodology into content area classrooms.
8. No programs will be discontinued.
9. ELLs take part in all career and technical sequences. Free-standing ESL classes are programmed to not conflict with any CTE areas. Through Title III funding we will offer afterschool tutoring for ELLs.
10. Technology is infused daily. A designated lap-top cart was purchased for the ESL class and is used during Writer's Workshop.
11. In ESL classes students are encouraged to work with students who share a native language but may be more advanced in English. This helps students continue to become more proficient in their native languages while becoming proficient in English.
12. Yes.
13. Our school offers a Summer Freshman Academy which allows all students, including ELLs, to take ELA and Math classes thereby acclimating them to the school. In addition, parent meetings are held in the summer to
14. Spanish

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. The ESL teacher is provided with all mandated training and professional development, as well as professional development that focuses on the writing process. The ESL teacher also serves as out school's Writing Coordinator and works with staff on incorporating supporting writing strategies into their classes, with specific focus on the needs of ELL students. She also leads an inquiry tea. focusing on ELL methodologies.

2. Ninth grade students enter a Ninth Grade Academy, in which ELL's are block programmed to provide maximim support. In addition, through inquiry-based work within the academy, ELL students are targeted as a focus group and followed within their cohort.

3. All teachers participate in ongoing professional development in the delivery of differentiated instruction. Staff is taught how to identify their ELL students on ARIS and are supported in planning instruction that meets their needs.

### E. Parental Involvement

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

1. Parents are encouraged to attend monthly PTA meetings and SLT meetings. In addition, ELL parents are invited to a special reception on Open School Night and Day where they are updated on the services provided to their children and given the opportunity to meet ELL personnel.

2. Currently, the school is exploring options in this area.

3. The needs of parents are evaluated by meeting regularly with the parent coordinator, who has regular contact with parents and by evaluating data from the school's learning environment survey.

4. Activities are based on the requests of parents. Guidance department meets monthly, along with parent coordinator, and the agenda includes parent issues raised during that month and plans to address the issues. For example, it was raised that parents at each grade level had concerns specific to that grade level. As a result, weekend workshops for each grade level were held.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	0	0	1	6
Intermediate(I)										8	4	2	1	15
Advanced (A)										2	2	3	1	8
Total	0	0	0	0	0	0	0	0	0	15	6	5	3	29

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

	P										7	2	1	2
READING/ WRITING	B										5	0	0	1
	I										8	4	1	1
	A										1	2	2	3
	P										0	0	0	0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		4	
Math <u>Int. Alg.</u>	18		8	
Math <u>Geometry</u>	5		0	
Biology				
Chemistry	0		0	
Earth Science	5		2	
Living Environment	6		2	
Physics	0		0	
Global History and Geography	9		4	
US History and Government	3		0	
Foreign Language	0		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The ELL Periodic Assessment and NYSESLAT are used.
2. Our school has a very small population of ELL's. Yet, within that population, student scores are quite diverse. Our ELL students need a great deal of support in all tested areas, with specific attention to reading and writing. 28 of our 37 ELL students are in the ninth and tenth grade and have not yet taken any Regents exams. For those who have, as indicated, most have failed their exams at least once. These students are targeted for after-school tutoring, pull-out tutoring during the day, and Regents prep courses.
3. Patterns across NYSESLAT modalities are used to determine placement in ESL classes. We make every attempt to place students with similar needs in homogeneous classes.
4. After consistent analysis, it is found that most ELL students do pass their Regents exams, but usually not the first time they take it. As a result, ELL students are placed in prep classes that are assisted by the ESL teacher, most specifically for exams that have heavy writing components. All ELL students take exams in English. We will be administering the ELL Periodic Assessment for the first time this year.
5. N/A
6. Our ESL student scholarship is reviewed each marking period to identify needs and plan intervention. The ESL teacher leads this work and works with administration to redesign the program as needed.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		