



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM E. GRADY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K620

PRINCIPAL: GERALDINE MAIONE EMAIL: GMAIONE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Geraldine Maione	*Principal or Designee	
Chris Manos	*UFT Chapter Leader or Designee	
Kenya Dempster	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marika Matheson Kristal Anthony	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Claudette Louis	Member/ Faculty	
Todd Gerber	Member/ Faculty	
Denise McGhie	Member/ Faculty	
Ann Hilker	Member/ Parent	
Sandra Young	Member/ Parent	
Monique Lindsay	Member/ Parent	
Fitzroy Davids	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, William E. Grady HS will increase the graduation rate from its current rate of 51% to 55% with a target of 60%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Grady has been considered a persistently failing school by the state. Due to this, Grady became a Transformation school. Over the past three years, our graduation rate has hovered around 40 – 50% with last year’s graduation rate being 51%. State requirements ask that the graduation rate be 80% or better. Grady would like to use last year’s improvement especially in graduation rate and improve on it.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A credit recovery program targeting off track sophomores, juniors and seniors will be implemented in all subject areas, including the use of an online curriculum learning tool called Odysseyware.
- Academic action plans created for all off-track seniors who have potential to graduate by August will allow discussions between teachers and guidance counselors to be more aware of how these off-track students are doing during the course of the school year.
- Dedicated staff inquiry teams will focus on the progress of the 2012 and 2013, and 2014 cohorts, including attendance, credit recovery and accumulation, and Regents pass rates.
- Push-in tutoring for Cohort 2012 students who have not yet passed required Regents examinations.
- 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.
- Implement electronic grading and policy through Skedula to keep a constant discussion between parents, teachers and students. Skedula will also ensure that parents as well as students have a clear picture of all aspects of learning and their progress towards graduation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We are providing personal parent information and planning sessions for Cohort 2012 and all other cohorts held on select evenings and weekends to start the school year on the same page with every parent and make them aware of requirements for graduation and what the school is doing to ensure their child will graduate.

- We will provide training sessions on pupil path for parents, which allow parents to be aware of the progress of their child, including, grades in classes, homework's assigned, tests given, and attendance of their child, regent's results, and much more.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Title I funds are assigned to provide assistance to teachers to become highly qualified if not. These funds will be used for reimbursement of tuition costs to these teachers
- Title I funds assigned to provide useful professional development from the Educators of Social Responsibility to assist teachers in techniques to have classroom management. Professional development from Brienza group will also assist teachers in the teaching techniques.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Maintain partnership with Good Shepherd CBO and the 21st Century Grant with St. John's University, to provide credit recovery, counseling and incentives to get students back on track towards graduation.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher per session (6 teachers at 2 hrs per week) to create, implement and grade credit recovery packets for students that are off track.
- Teacher per session (6 teachers at 2 hours per week) for after school classes. These classes target students that are off track for graduation.
- FSF funds used to purchase an online curriculum system called Odysseyware. This program will allow for additional support in subject areas and extended learning opportunities for students.
- Teacher per session (5 people per group for 1 hour per week for 5 groups) to create inquiry teams focusing on the progress of students. They will review the attendance, credit accumulation and regents passing rates of students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, Grady will increase the number of students who earn ten or more credits each year from from 60% to a minimum of 65%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Last year, Grady had 66% of freshman earn 10 or more credits, 60% of sophomores earn 10 or more credits, and 56% of juniors earning 10 or more credits in the year. This statistic from the school progress report is considered an important statistic because students are considered on track towards graduation. In addition, it gives freshman, who tend to have a tough transitional period to high school a great chance to succeed at school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Continue to implement a Freshman and Sophomore Academy which allows teachers in those academies to meet on a weekly basis to case conference, review data, and evaluate systems and much more.
- Maintain comp-time Freshman and Sophomore Advisors who create and instill vital activities such as report card conferences, assemblies and more that occur in their academies.
- 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.
- Maintain a data specialist to analyze data and indentify trends.
- Dedicated staff inquiry teams 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.
- Engage the school community in using data to set and track rigorous goals for accelerating student learning.
- Turnaround teachers work closely with data specialist and Math and ELA teachers in identifying Lowest Third students and developing action plans for their success.
- 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.
- Implement electronic grading and policy through Skedula.
- Provide professional development from the data specialist to teachers on data use, specifically decile and performance data, and differentiated instruction to assist teachers in providing more individualized instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We are providing personal parent information and planning sessions for Cohort 2012 and all other cohorts held on select evenings and weekends to start the school year on the same page with every parent and make them aware of requirements for graduation and what the school is doing to ensure their child will graduate.
- We will provide training sessions on pupil path for parents, which allow parents to be aware of the progress of their child, including, grades in classes, homework's assigned, tests given, and attendance of their child, regent's results, and much more.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Brienza, an outside organization hired to provide ongoing professional development to teachers on Workshops will focus on Differentiated Instruction. Subtopics will include, but not be limited to, Alignment of Data with Instruction, Teacher Effectiveness based upon the Charlotte Danielson rubrics, Grouping Practices, Assessing Student Work, and Student Engagement to improve teacher effectiveness.
- Educators of Social Responsibility, an outside organization hired to provide professional development on classroom management to provide assistance in making their classroom a good learning environment.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Maintain partnership with Good Shepherd CBO and the 21st Century Grant with St. John's University, to provide credit recovery, counseling and incentives to get students back on track towards graduation.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Purchasing of an online grading system Datacatation. This system produces Skedula for teachers and Pupil Path for students and parents.
- Purchasing of incentives for students to continue to do well in school.
- Purchasing of transportation to bring students on college tours and fun, learning activities to promote learning beyond high school and to reward students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, Grady will develop a sense of community in the building with staff, parents, and students working together, which will be reflected by an increase in all subgroups of the School Survey by at least 1/10th.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- The School Survey has shown an increase in communication, engagement, academic expectations and safety and respect. We would like to expand on that increase to get more people on board to give our students the necessary education they need. Giving a child an education involves a village. We therefore need to bring forth everyone to create a community at Grady for all students to learn.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Increase the number of positive activities to give students a sense of reward for their hard work. Purchasing of prizes, given out during assemblies.
- College visits and trips to give students a sense of learning beyond high school. To make them aware of college standards and requirements.
- The use of skedula to increase the amount of communication between parents and teachers.
- The introduction of a student based school newsletter, allowing Grady students to produce a newsletter to show off all that is going on at the school to parents, staff and students.
- Form connections with business in the area for internships with our CTE students in all shop areas.
- Run mini businesses in the building to show off all of the great trades we have in the building. These businesses allow for computer repair, automobile repairs, and the running of a café for breakfast and lunch.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We will provide training sessions on pupil path for parents, which allow parents to be aware of the progress of their child, and be aware of activities going on in the building.
- Parent centered workshops on how to use technology to assist their child in learning in the 21st century. These workshops will include the use of the school website to be aware of events going on in the building as well as other important information that can be obtained on the website.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Teacher of the month program installed to create positive incentives for teaching staff
- Professional Development brought in to train teachers on the use of skedula and how to use it to reach out to parents.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Use of our partnership with Good Shepherd CBO and the 21st Century Grant with St. John’s University, to provide outreach to parents on a regular basis to keep them aware of the progress of their child.

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Purchasing of celebratory prizes for students.
- Purchasing of professional instructional materials to reinforce the gratitude to staff for their hard work and to support them during their regular school day.
- Purchasing of professional development for identified staff members to provide them assistance in classroom management and differentiating instruction.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			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	183	183	183	183	50	4	4	0
10	66	104	43	109	56	3	3	0
11	30	47	30	41	14	1	1	2
12	21	60	13	31	11	1	1	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	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 called Sports and Arts Program that runs a math and literacy program after school to augment and supplement the work occurring in the regular school day.
Mathematics	NY Tech works with the school to provide after school assistance and Saturday tutoring in groups. We also have the Sports and Arts Foundation that provides additional support for students in this subject.
Science	We provide after school make-up classes for students to make-up missing laboratory exercises as well as provide additional support for students in this area. Tutoring is provided for students that are in danger of failing this subject starting from the end of the first marking period.
Social Studies	Tutoring provided for students that failed any class in this subject area including the use of additional learning material to supplement the work occurring during the regular school day.
At-risk Services provided by the Guidance Counselor	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.
At-risk Services provided by the School Psychologist	Small group counseling and individual counseling occur throughout the day for students at-risk
At-risk Services provided by the Social Worker	Small group counseling and individual counseling occur throughout the day for students at-risk
At-risk Health-related Services	Small group counseling and individual counseling from a SPARK counselor throughout the day

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Parent information/planning sessions for Cohort 2012 and all other cohorts held on select evenings and weekends.
- Provide training sessions on pupil path for parents, which allow parents to be aware of the progress of their child, including, grades in classes, homework's assigned, tests given, and attendance of their child, regent's results, and much more.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

2011-2012 SINI Grant School Chart
Funding Period – September 1, 2011 to August 31, 2012

School DBN **21K620** School Name: **William E. Grady HS**

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M, and N on the SINI schools spreadsheet linked in the Principals' Portal.

Phase:	<input type="checkbox"/> Improvement Year 1	<input type="checkbox"/> Improvement Year 1		
	<input type="checkbox"/> Corrective Action Year 1	<input type="checkbox"/> Corrective Action Year 2		
	<input type="checkbox"/> Restructuring Year 1	<input type="checkbox"/> Restructuring Year 2	X	Restructuring Advanced
Category:	<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/>	Comprehensive
Intervention:	<input type="checkbox"/> School Quality Review (SQR)	<input type="checkbox"/> External School Curriculum Audit (ESCA)		
	<input type="checkbox"/> Joint Intervention Team visit (JIT)	X Not Required for 2011-2012		

List all accountability measures (ELA, Mathematics, Science, and/or Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP.

Note: For below, your accountability measure and subgroups can be found in the columns noted below.

Grade 3-8 Identifications	High School Identifications
COLUMN Q	HS ELA: All SWD, Black ED
COLUMN R	HS Math: All SWD, Black ED
COLUMN S	HS Grad: All

The chart below is constructed for professional development activities in one of the areas identified by NYSED as a priority for schools in need of improvement (SINI), Common Core (CCSS), Data Driven Inquiry (DDIS), and Annual Professional Performance Review (APPR). All activities must fall into one of these three priorities. In the Description of Activity box please name the description according to its corresponding object code. Each object code should correlate with a single description of activities. The allowable object codes are 2752, 2753, 2922, 3002, 3452, 100, 337 and 669. Please see the example below. The Activity Type will remain 3 for all activities addressing the three priorities outlined above.

Description of Activities	Activity Type	Activity Dates	Obj Code	Associated Costs (must include fringe)
Common Core State Standards: 8 Teachers Per Session for Writing Curriculum for CTE Programs (120 hours)	3	2-1-12 to 6-15-12	3002	\$6,007.20
Common Core State Standards: 8 Teachers Per Session for Writing Curriculum for Subject Areas (260 hours)	3	2-1-12 to 6-15-12	3002	\$13,015.60
General Supplies for Curriculum Writing: Not to exceed \$2,000 (paper and binders, dividers)	3	2-1-12 to 6-15-12	100	\$977.20
Total amount for this school:				\$20,000.00

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader William Bonner	District 21	Borough Brooklyn	School Number 620
School Name William E. Grady HS			

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

Principal Geraldine Maione	Assistant Principal Tarah Montalbano
Coach Evelyn Katz	Coach
ESL Teacher Evelyn Katz	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Darlene McDonald
Related Service Provider	Other
Network Leader William Bonner	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	950	Total Number of ELLs	22	ELLs as share of total student population (%)	2.32%
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Part II: ELL Identification Process

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

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

1. All incoming freshmen are given HLIS at the Freshman Orientation which is held within the first 10 days of the school year. The Pupil Personnel Secretary gives the parents the HLIS form to fill out. The school has available translators at orientation to assist parents in their native languages. The parent coordinator, Darlene McDonald and the guidance counselors reach out to parents who do not attend the orientation. 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 ELLs show improvement or lack thereof, and we adjust instruction accordingly. The school makes available translators for parents during the intake process. The school does not offer a bilingual program and does not administer the Spanish LAB. Pedagogues speak English. Guidance counselors, APs and ELL teacher perform informal oral interview to determine if student should take LAB-R. Evelyn Katz, ELL teacher administers the NYSESLAT exam. Mr. Holder, AP ISS assists in making certain ISS students required to take the NYSESLAT are present and brought to Ms. Katz's classroom where she administers exam.

2. 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 ELLs 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. At these workshops APs, guidance counselors, parent coordinator and ELL teacher explains to parents that we offer only stand alone ESL classes and make sure parents understand their options. If the parent chooses a program for her/his child not available at the school, the parent coordinator assists in finding a school that has the desired program. If the desired program were to become available at the school, the parent coordinator and guidance counselor would contact the parent. The ELL teacher is a certified ESL teacher.

3. 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. This process is repeated at Freshman Orientation. Students return these documents to the school. The PPS and secretary of student records record and maintain these letters in the student files.

4. 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 AP sends placement letters to parents along with invite letters to the parent meeting. Each term continued entitlement letters are sent to parents. PPS secretary maintains all records.

5. The trend is for freestanding ESL classes. In the past several years, all parents have selected ESL as their choice. The school monitors trends in parent choices by the fact that parents opt to have their children stay in the freestanding ESL class. Since the trend has remained steady in that parents opt for the program the school offers we have not had to make changes to future programming.

6. 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. If the program is not aligned with parent requests (ie a parent wants her/his child in a bilingual program) then the parent coordinator assists in helping find a program aligned with parent requests. Since our school does not meet the minimum required number of students to run programs other than freestanding ESL we assist parents interested in other programs in finding schools that offer such programs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	8
SIFE	0	ELLs receiving service 4-6 years	4
		Special Education	4
		Long-Term (completed 6 years)	7

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	6		0	5		2	8		2	19
Total	6	0	0	5	0	2	8	0	2	19

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										2	3	1	0	6
Chinese										0	0	1	0	1
Russian										1	0	1	0	2
Bengali										0	0	0	1	1
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										2	0	3	0	5
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										1	0	0	0	1
Other										1	0	1	1	3
TOTAL	0	7	3	7	2	19								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. Classes are self-contained. ESL teacher pushes into ISS science class/

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

2. ELLs are programmed for free-standing ESL classes daily that comply with the required number of instructional hours. For beginner level students, ESL teacher pushes into content area classes to supplement the mandated hours. The ELL teacher is a school coordinator which gives her the flexibility in her schedule to push-in to most classes. In addition, she case conferences with students' teachers and if, through conferencing, they determine student is having difficulty understanding because of language issues, ELL teacher pushes-in and works with student on student's free period or after school. For the two students at the B level they receive 1 freestanding ESL instructional period a day, another push-in period and after school tutoring. I level students receive one instructional period a day and afterschool tutoring. Advanced students receive one instructional period a day.

3. In free-standing ESL classes, ELL students receive English language support designed at improving reading, writing and speaking. ELLs 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 ELLs. For ESL model teacher pushes-in to content area. In addition she assists content teachers in using adapted text for ELLs and differentiating work for ELLs.

4.

5a 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 ELLs 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 ELLs 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 IEPs, 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. ELLs are programmed for both freestanding ESL and ELA classes. In

A. Programming and Scheduling Information

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 fress-standing 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..

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. No programs will be discontinued.
9. ELL's 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. Spanishe to questions 8-17 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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 additon, 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)										2	0	0	4	6
Intermediate(I)										4	2	4	2	12
Advanced (A)										1	0	3	0	4
Total	0	0	0	0	0	0	0	0	0	7	2	7	6	22

NYSESLAT Modality Analysis

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		5	
Integrated Algebra	15		7	
Geometry	3		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	13		4	
Physics				
Global History and Geography	13		6	
US History and Government	5		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Geraldine Maione	Principal		10/14/11
Tarah Montalbano	Assistant Principal		10/14/11
Darlene McDonald	Parent Coordinator		10/14/11
Evelyn Katz	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K620** School Name: **William E. Grady HS**

Cluster: Network: **405**

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

Part A: Needs Assessment Findings

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

We review a group of information to determine the proper language to provide for parents. The information from ATS reports of home language, results of the Home Language Survey, and discussion with the parents during informational meetings with parents.

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

The amount of families that need different translation is approximately 5% of the population. The languages needed for translation are Spanish, Russian and Haitian Creole. To accomodate parents with these languages and number of different measures were taken.

Part B: Strategies and Activities

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

Every aspect of the school allows parents that know other languages to be aware of. The school website now includes a tool that allows them to translate what is displayed in the language they choose. The school messenger, a system purchased to give outreach by phone allows the translation of phone messages into other languages that are associated to parents from ATS reports. Finally, staff members are aware of a google tool that can translate memos, newsletters, etc into other languages.

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.

The school messenger, a system purchased to give outreach by phone allows the translation of phone messages into other languages that are associated to parents from ATS reports. The school hires translators to provide interpretation for parent/teacher conferences as well as other important meetings for parents at the school. During the school day, we provide services from bilingual staff to translate when in need.

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>.

We post a sign at the main entrance of the building identifying languages available for translation when necessary. These services will be covered by the bilingual staff in the building and when necessary, translation services from the Interpretation services provided by central. The school will post on their website all important documentation that parents should be aware of. These documents can be translated due a tool to translate the website into the language of choice. All documents can be translated by the use of a tool from google or by software that was purchased by the school. These translated documents can be sent out or posted on the school's website.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>620</u>	DBN: <u>21K620</u>
Cluster Leader:	Network Leader: <u>405</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>9</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Per Session will be given to the ESL teacher to work on one of the issues ESL students have, their writing. She will run a after school group, 2 hours per week, for improving the writing by giving students the opportunity to do creative writing. Saturday tutoring program to prepare ESL students for their January Regents and RCTs. Tutoring will be 4 hours per day for 4 weeks in all subject areas.

Part C: Professional Development

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

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

Begin description here: The school-wide professional development focus includes, but is not limited to the study of differentiated instruction and the use of data to drive instruction.

Training will be paid to SMARTBoard to bring in training to focus on these areas as well as how to teach ESL students with features of the SMARTBoard. Teachers will attend Professional development during the school day. For this reason we will pay with Title III funds per diem subs to allow teachers to attend these in house workshops.

Part D: Parental Engagement Activities

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

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

Begin description here: Purchase of school messenger to provide phone calls in the home language for ESL students and their families. The school website is also altered to provide the material in different languages for our ESL students and their families. Per session also provided for translation services during conferences, meetings, and open houses. All activities are being done to provide assistance to parents of ESL students to be more aware.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		