



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Monique Lindsay	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Merlyn Ramirez Jose Cortorreal	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Todd Gerber	Member/APO	
Darlene McDonald	Member/Parent Coordinator	
Denise McGhie	Member/Teacher	
Kenya Dempster	Member/Parent	
Faye Hodge	Member/Parent	
Jane Marziliano	Member/Parent	
Sandra Young	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Ensure that formative assessment in academic classes is used to help inform teacher practice, promote student reflection, demonstrate authentic student learning, and help students set goals for themselves.”

2012-2012 NYC QR, 2.2, Page 6

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Grady High School will create structured opportunities, resources, and templates that allow at least 75% of the students to develop goals for themselves based on the results of four major assessments (quarterly exams, midterms, finals) as a means to improve outcomes on these key measures of success

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,**
Work with teachers within grade level academies to create grade specific lessons on setting goals for students. These lessons would be uniform for the grade level and discuss the differences of a SMART goal versus a goal. Lessons will include a timetable of re-evaluating goals and evaluating progress towards those goals. Additionally, teachers will meet by departments to evaluate major assessments given to students and how to drive instruction based off of those results.
 - b) key personnel and other resources used to implement these strategies/activities,**
 - b) UFT teacher center teacher will work with teachers on creating lesson plans for their grade level.

A data specialist will be hired to discuss methods of evaluating the major assessments. This process will include analyzing the data and formulating a plan to drive instruction with these results. Follow up lessons will be created for the reviewing of student goals. They will be competent in receiving data for local systems and be able to manipulate the data into a readable form for all staff.

Assistant Principals will lead training in their department areas.

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

c) Common preparation period with teachers will be used throughout the school year to create and evaluate strategies. During these periods, there will be grade level meetings, where staff can create grade specific lessons; subject specific meetings, where assessments will be created by subject teachers and be evaluated by the department; training sessions allowing us to succeed in reaching our goal; and time to reflect and evaluate the progress we are making.

d) Timeline for implementation.

Year broken down by the assistant principals with a timeline in place to ensure that lessons geared around goals is given and reviewed throughout the year. The timeline will also incorporate time periods for major assessments and when they will be reviewed.

Resource Allocation

Resource Allocations	Details	Purpose
Personnel & Programming	<p>Programming of school allowed for common prep time for teachers during first period. A calendar of activities, meetings, inquiry, collaboration, developing, and training will occur during this time period.</p> <p>A UFT teacher center staff member will be identified and scheduled to act as a resource and provide ongoing training to teachers throughout the year with lesson plans related to SMART goals for students.</p> <p>F-Status teacher will be hired to support students with low reading levels and give them individual pull out sessions involving lessons in reading and discussions with goals.</p>	<p>The school was identified as not having high quality instruction in all classes. The school wants to set aside the necessary personnel and resources to provide all teachers the assistance to provide high quality instruction geared around the review of assessments throughout the year.</p> <p>The school would like to give additional assistance to students that are well below grade level in reading. Individual assistance to these students will provide support to them to get them closer to on-grade level reading comprehension.</p>

Materials	<p>DataCation will be implemented again this school year. With this program, is a tool called Data-Driven Classroom. This tool allows the scanning and analyzing of each assessment given.</p> <p>Purchasing of incentives and gift cards for rewards and positive motivation. Items such as Grady notebooks, folders, bookbags, umbrellas, stress balls, t-shirts, awards, and water bottles.</p>	<p>The tool will allow staff to scan answer documents through it. Once scanned, the program will analyze the answers given by students and allows teachers to evaluate the common misinterpreted questions so that more awareness of tricky questioning words and skills are more easily identifiable in problems.</p> <p>Students need tangible positive motivation at times for all the hard work and effort they put into things. We will purchase gift cards to assist in this as well as Grady pride materials from Direct Promotions, and fun activities from United Supply Inc.</p>
Per Session	<p>A Data Specialist will be given per session hours throughout the year to review data and lead training sessions during the common period on how to review data and what it means to them</p>	<p>The data specialist is familiar with technology and the systems of the DOE. He will easily be able to show staff members how to use the technology to review assessments and provide data to staff members so that instruction can be altered to target those students in most need.</p>

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Specialist _____

Other-describe here: TL Blueprint Assistance, ARRA RTTT Data

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Per Session for a data specialist totaling 80 hours for the school year
 - DataCation – 1 Year contract (Educational Software)
 - Realignment of daily programming to meet the needs of common first period for all teachers.
 - Gift Cards, promotional items and certificates (Supplies – General)
 - F-Status Teacher

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Increase academic rigor in all classes to consistently include critical thinking skills and higher order student work products to ensure student engagement.”
2010-2011 NYC QR 2010, page 4-5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers at Grady HS will create two Common Core-aligned units of study, which will result in highly effective lessons.

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,

a) Brienza will work with teachers within their departments on creating units of study and aligning them to the Common Core Learning Standards. Biweekly meetings within departments will be used to design and revise common core units of instruction, and look at student work produced during these units. During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards. Teachers will collaboratively assess the quality of student work that is a result of the implementation of the first unit and repeat the cycle for the second unit.

The purchase of new curriculum, software and instructional displays from LJ Create Incorporated for the Automotive CTE sequence and C-Tech for the Computer CTE sequence. These companies will train teachers in each field and assist them in the implementation of the new curriculum to the students. We will also provide students with industry based exams from Certiport.

b) key personnel and other resources used to implement these strategies/activities,

b) Brienza Academic Advantage will work with each department as a group and with individuals on creating and aligning unit plans.

LJ Technical Systems will train each teacher in the automotive department with the implementation of their software and curriculum that link to the professional standards of the field.

C-Tech will train each teacher in the computer department with the implementation of their curriculum and instructional tools that link to the professional standard of the field.

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

c) Throughout the year, a common first period will be used to evaluate teaching strategies and assess student achievement.

d) Timeline for implementation.

d) By December, the first of the unit plans will be completed by all teachers, with an anticipated completion of the second unit by May.

Training of the Automotive and Computer curriculum is expected to begin in May for the implementation starting September 2013.

Resource Allocation

Resource Allocations	Details	Purpose
Services	<p>Brienza Academic Advantage – 3 Part Plan: A) Professional Development Workshops for Teachers – total of 95 hours throughout the year B) Classroom visits and mentoring – total of 95 hours throughout the year C) Professional Development and Mentoring for Supervisors – total of 70 hours (Title I)</p> <p>LJ Technical Systems – Purchase of curriculum and training for the software used to bring learning to the 21st century and incorporation of new technologies in the automotive field (Title IA)</p> <p>C-Tech – Purchase of curriculum and training of the use of their instructional tools (12 Copper Activity Workstations) for a new component of the computer CTE field. (Title IA)</p> <p>Certiport – Purchase of site license for industry based exams in the area of computers for students in this trade area. (TL PF)</p> <p>Hunter Parts and service – Purchase of equipment and repairs to equipment for the instruction of students in the automotive area.</p>	<p>Brienza will be brought in to assist teachers and supervisors with alignment of Common Core State Standards within the content areas. Additional topics include designing coherent instruction, student engagement, questioning techniques, performance tasks and authentic assessments, group practices, assessing student work and curriculum mapping.</p> <p>To bring new and exciting ways of learning the automotive sequence and to infuse new technologies going on in the automotive field.</p> <p>To bring more knowledge of the computer field to our students and make them more viable in the business world. The exams from Certiport will assist in making our students attractive to organizations in the field.</p> <p>To repair equipment that has been used in the automotive area so that instruction can be seen to students with hands-on-activities.</p>

	(Title IA)	
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Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I SWP, TL
 Blueprint Assistance _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Per session for assistant principals to work on the alignment of curriculum to Common Core – totaling 190 hours
- Brienza Academic Advantage hired for Professional Development which will focus on alignment of Common Core State Standards within the content areas. Additional topics include designing coherent instruction, student engagement, questioning techniques, performance tasks and authentic assessments, group practices, assessing student work and curriculum mapping (Educational Consultants)
- Purchase of curriculum and training from LJ Create for the automotive department (Supplies – General, Career and Technical Education)
- Purchase of curriculum and instructional tools from C-Tech for the computer department (Supplies – General, Career and Technical Education)
- Purchase of equipment and repairs from Hunter Parts and Service for automotive department (Supplies – General, Career and Technical Education)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Enhance differentiation of instruction to ensure that lessons engage all students and enable them to access rich learning experiences that are challenging and meet their defined needs. “

2010-11 NYC QR from, page 5

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Grady HS will improve pedagogy by focusing on teacher development on the competencies from Charlotte Danielson’s Framework for Teaching. Specifically, we will focus on lesson design, assessment, questioning and discussion techniques. By June 2013, 100% of teachers will be aware of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching which will result in them being aware of standards to be considered an ineffective, developing, effective and highly effective teacher in each standard.

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,**
All teachers will participate in professional growth practices that shift teaching practices, as evidenced through a minimum of three classroom observations and two teacher self-reflections towards what the domains are in the Danielson rubric, writing lessons geared around the rubric, evaluating student assessments, and how to modify lessons according to feedback received.
 - b) key personnel and other resources used to implement these strategies/activities,**
Former Principal working with Brienza is working with each department as a group and with individuals to identify teaching skills to work on. Assistant Principals will hold the department meetings and feedback sessions for observations
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**
By the end of the 2012-13 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across competencies 1e, 3b, and 3d.
 - d) timeline for implementation**
All teachers will be observed, both formally and informally, a minimum of three times per year, and will engage in a mid-year and end-of-year self-reflections and assessments.

Resource Allocation		
Resource Allocations	Details	Purpose
Resources & Programming	<p>Common first period of prep allows Assistant Principals to hold meetings X 2 days/month X 9 months.</p> <p>DOE instructional coach will meet with staff and administration on implementing the Teacher Effectiveness rubric for a total of 8 hours for implementation by September 2013</p>	<p>Assistant Principals will hold PD in the form of verbal feedback sessions within five days of all observations, both formal and informal. Assistant Principals will target during their meetings the planning of lessons revolving around Danielson's framework, evaluating student assessments,</p> <p>Instructional coach will meet with staff to review the standards and the rating rubric of each standard.</p>

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Altering of scheduling to accommodate a common meeting time during first period
 - DOE Instructional Coach – total of 8 hours of professional development time

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school has initiated highly effective school programs and collaborations that provide students with an array of learning opportunities to support their social-emotional and academic needs.” – NYC QR 2010-2011 – Page 3

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Grady HS will increase our performance in four key Progress Report indicators. These indicators are graduation rate, credit accumulation, Math and ELA Regents performance and college and career readiness. By June 2013, we will observe an increase of 5% in each of the indicators.

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,
 - a) In order to increase our graduation rate, credit accumulation as well as Regents performance and career readiness, we will develop an extended day program and tutoring program. Students identified as being in need of credits to be considered on track for graduation as well as students deficit in their Regents requirements will be targeted to participate in these programs. We also will improve the social and emotional development of students with the use of clubs and sports activities
 - b) key personnel and other resources used to implement these strategies/activities,
 - b) A CTE teacher is designated as the Work Based Learning Coordinator which tries to find connections in the industry and get students internships with these industries to give students a means to an end in their trade area; various staff members acting as coaches and club directors; teachers that will be hired to run extended day classes; an Instructional Support Service teacher is designated as the Transition Coordinator to reach out to organizations and alternatives for students with disabilities beyond high school.
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - c) Each marking period, grades of students will be evaluated to determine if a different extended program would better fit for them. After each season, coaches will continue to implement and off season tutoring program to keep their athlete eligible and passing classes.
 - d) Timeline for implementation.
 - d) Extended day program will run each semester, with a review at the end of the semester to see if different classes will need to run for the second semester.

Resource Allocations	Details	Purpose
Per Session for extended day program Per Session for grade and lab recovery program Per Session for running of school clubs	4 teachers X 2 hours X 70 weeks = 560 hours (TL Blueprint) 7 teachers X 2 hours X 20 weeks = 280 hours (TL Blueprint) 8 teachers X 2 hours X 60 weeks = 960 hours (TL Blueprint)	It is important to keep students on track towards graduation. In addition, they learn in other areas besides classroom. High school is a balance between classroom learning and participating in sports programs or clubs. These programs will assist student in being a well developed student as well as give them additional support in their classes and keep them on track towards graduation.
Materials Tutoring Program	Odysseyware – Online curriculum program 1 year subscription (TL Blueprint) Brienza Academic Organization hired to create an Extended Learning Time program for students to receive tutoring in preparation of their Regents exams and for additional support in their everyday classes. Seven, 30 hour classes were created in various subject areas to target students in most need of these services. (Title I Priority/Focus)	Online curriculum was purchased to give students another, different way of learning curriculum and getting support in their education. Brienza was brought in to target students that need one last exam or class for graduation. It provides a smaller setting and individual tutoring.
Personnel & Programming	Staff Member scheduled as Work Based Learning Coordinator to create internship opportunities for students in their trade areas. Each day, 20% of his day is allocated to this task. Staff Member scheduled as Transitional Coordinator to provide ISS students with connections to life beyond high school. Each day, 20% of his day is allocated to this task.	School is more than learning the core subject areas. It's about learning experiences, real life training, connections with trades and much more. These staff members are hired to provide special education students with a connection with life after high school and to get our students into internships and jobs in their trade area.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I SWP, TL Blueprint Assistance

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Brienza Academic Advantages – seven, 30 hour classes geared towards students in need. (Educational Consultants)
 - Extended Day Program – 560 hours of per session
 - School Clubs – 960 hours of per session
 - COMP Time positions of staff members – two positions where staff members expend 20% of their day to this endeavor

- Odysseyware curriculum – 1 year subscription – OTPS (Educational Software)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Although the school has taken steps to inform parents of important events, and students’ successes and progress towards school-wide goals, teachers do not consistently engage students in setting rigorous goals and in communicating those goals to their families. Consequently, students and their parents are not always aware of the school’s expectations.”

2010-2011 NYC – Page 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of teachers at Grady HS will use a new online system of grade recording. This will result in parents and families gaining access to student grades, goals, and ongoing progress.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,
 - a) To promote parent interaction and an increase in their awareness of student progress and attainment, we will implement an online grade book for parents to access at any time. In order to help parents access and use the online grade book, we will offer parent classes over a 10 week period of time, with teachers providing direct instruction. To promote a welcome environment, we will: Incorporate parent information sessions for parents of all grade levels. Guidance counselors will run meetings to keep them aware of important dates and requirements for their children. We will create a Parent Handbook that will provide parents with easy access to a range of information on the school, our protocols and policies, and important contact information. This will be printed as a hard copy and also published on the school calendar within pupil path. We will better utilize our school website to provide parents with greater access to information, updates, relevant links, and useful resources. Finally, we will run parent classes in our trade areas and to train parents on the use of DataCation to promote a positive connection with parents.
 - b) staff and other resources used to implement these strategies/activities,
 - b) Besides having a parent coordinator that assists in the communicating and combining of parents into the school, our guidance counselors, teachers, and assistant principals take a big role in communicating to the parents and keeping them aware of what goes on in their child’s education.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) The SLT and PTA will always be open to all staff members to attend and give their input into the running daily operations of the building.

d) timeline for implementation.

Resource Allocations	Details	Reason
Per-Session	<p>4 guidance counselors X 3 sessions X 4 hours = 48 hours for parent informational sessions</p> <p>2 teachers X 5 hours X 10 weeks = 100 hours for parent classes</p> <p>1 Assistant Principal X 5 hours X 5 sessions = 25 hours of training for parents to learn how to access the grading system.</p>	<p>Guidance counselors hold two or three sessions for parents to identify where how their child is doing in school and what their goals are for high school as it is vital for parents to be informed of the responsibilities of their child.</p> <p>CTE teachers hired to provide parent classes in various trade areas to bring parents into the school with something of interest to them.</p> <p>In order for parents to be more involved with their child's education, the use of an online grading system is used in the building where parents and students can be aware of their progress. Training will be needed for parents to know how to effectively use this tool.</p>
Materials	<p>DataCation program for an online grade book will act as our platform for all grades. Students, parents, and families will be able to access DataCation at any time.</p> <p>Food purchased for parent engagement in PTA conferences X 10 sessions</p> <p>Parent Handbooks purchased for parents to make parents aware of the school year activities, deadlines and important dates during the school year.</p> <p>Lookit Design hired to create and maintain the school website to make parents aware of procedures at Grady HS.</p>	<p>All materials are purchased to provide parents with easy, inviting access to Grady and to bridge the gap of communication between the school and the parents.</p>

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I SWP, TL Blueprint Assistance _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Purchase of food, supplies, handbooks and website design team to keep parents aware of events in the school and promote an environment collaboration (Supplies – General – Parent Engagement & Non-Contractual Services)
 - Per Session for guidance staff (48 hours) to meet with their parents
 - Teachers per session (100 hours) to run classes in our trade areas for parents
 - Administration per session hours (25 hours) to run training sessions with parents
 - DataCation – 1 Year contract (Educational Software)
 - Parent Handbooks x 745 ((Supplies – General – Parent Engagement & Non-Contractual Services)
 - Lookit Design hired to build and update the school website for parents to be informed of the programs and activities in the building.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Pull out reading program	Small group sessions	During the school day
Mathematics	Extended Learning Time tutoring	Small group sessions	During the school day
Science	After school tutoring program	Small group sessions	After the school day
Social Studies	Extended Learning Time tutoring	Small group sessions	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pull-Out sessions	Small Group and One-to-one Sessions	During the School Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Each school year we review our staff to determine the strengths and weaknesses of their teaching. We look to find outside professional development to bring in to assist teachers in improving on their weaknesses and make them better instructors. We also set aside funds to provide reimbursement for teachers who may need classes in their subject area to be highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

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 constant communication with the use of School messenger and DataCation

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;
- the use of an online tool called DataCation that will provide parents access to their child's progress in high school, attendance, report card, assignments, class work and to their child's teachers.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	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. EL'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

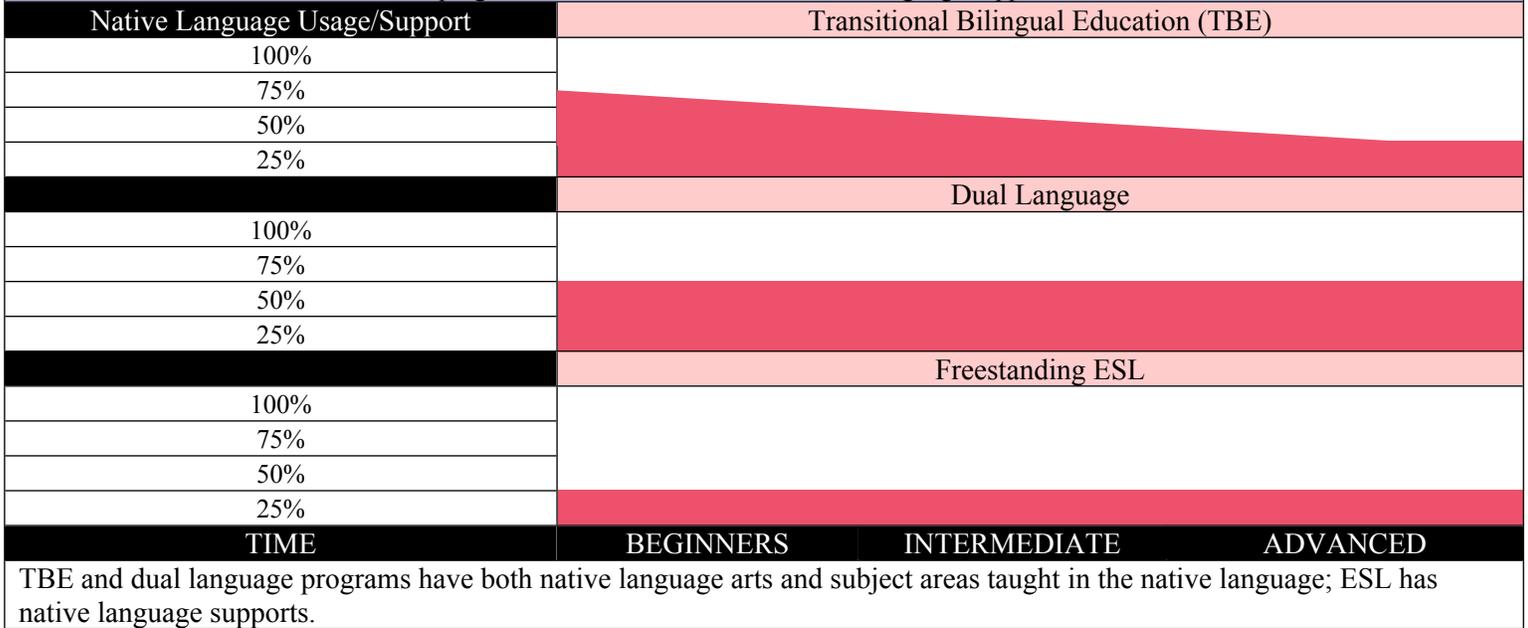
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?
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)?

Paste response to questions 1-5 here

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)										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 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

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Brooklyn District: 21 School Number: 620 School Name: William E. Grady HS
 Cluster Leader: Christopher Groll Network Leader: William Bonner Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/27/12 Senior ELL CPS: Nilda Kraft Additional Comments:		