



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 21K620
School Name: WILLIAM E. GRADY HIGH SCHOOL
Principal: TARAH MONTALBANO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: William E. Grady High School School Number (DBN): 21K620
School Level: High School Grades Served: 9-12
School Address: 25 Brighton 4th Road, Brooklyn, NY 11235
Phone Number: 718-332-5000 Fax: 718-332-2544
School Contact Person: Todd Gerber Email Address: tgerber@schools.nyc.gov
Principal: Tarah Montalbano
UFT Chapter Leader: Guido Caligara
Parents' Association President: Lariza Valladares
SLT Chairperson: Todd Gerber
Student Representative(s): Bianca Augustin

District Information

District: 21 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Superintendent's Email Address: Mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: John Garcia
Network Number: 536 Network Leader: Gerard Beirne

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tarah Montalbano	*Principal or Designee	
Guido Caligara	*UFT Chapter Leader or Designee	
Lariza Valladares	*PA/PTA President or Designated Co-President	
Takema Jones	DC 37 Representative, if applicable	
Bianca Augustin, Malique Harry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Spencer-McGhie	Member/Staff	
Pat Vella	Member/Staff	
Sandy Persaud	Member/Parent	
Audrey Harry	Member/Parent	
Leticia Aquino	Member/Parent	
Tami Cherichetti	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

William E. Grady Career and Technical Education High School serves approximately 600 students in the Brighton Beach section of Brooklyn, New York. Grady is not a neighborhood school and accepts students from over a hundred feeder schools located throughout Brooklyn, as well as schools throughout the city. All students at Grady High School complete a state-approved career and technical education sequence. An average day for a Grady student is between eight and nine periods and includes both career and technical and academic subjects. The CTE programs available at Grady are Automotive Technology, Construction Technology, Information Technology, Culinary Arts and Nursing Assistant. These subjects offer students a hands-on learning experience and an opportunity to earn multiple industry-recognized certifications upon graduation. Students who leave Grady not only have a marketable skill, but also take rigorous academic Regents-level classes in order to earn their high school diploma. In fact, students complete at least 25% more creditable course work to graduate. Over the past five years, Grady has experienced over a 50% decrease in enrollment, which has created a number of academic, social-emotional and fiscal challenges.

Grady High School’s greatest strengths are in school environment and in closing the achievement gap. Every child at Grady is well known by at least one adult, and in most cases, more. The average Grady student, regardless of background or interest, arrives under-prepared for high school work, especially in the areas of Math and English Language Arts. Our student population is 78% free lunch eligible. 33% of our population has an IEP and 11% are overage and under-credited. The average ELA proficiency level is 2.20 and the average Math proficiency level is 2.12. Our four year graduation rate is 57%, and the six-year rate is 73%. Our students need more time to meet graduation requirements, and we have successfully retained our struggling population, however beyond the four-year mark.

Over the past four years, Grady has been identified as a Transformation school, a Turnaround school, and a Priority school. Currently, the school is in good standing.

Presently, the school’s greatest challenge in regard to student achievement is teacher pedagogy. The key area of focus this year is to improve instructional practices across all classrooms, specifically in the areas of Danielson’s competencies: questioning (3b) and engagement (3c). In multiple reviews over the past two years, including the QR, PFQR, DTSDE and PPO, the school was rated developing in tenets and indicators that address teacher pedagogy, CCLS curriculum alignment, inquiry, and the use of uniform assessment and grading practices. To address these deficiencies, several practices have been implemented this school year, including creating an instructional team made up of teachers from each department, AP’s and the principal, implementing an instructional and assessment calendar, development of uniform unit plans, performance tasks and assessments, and implementing a unified intervisitation schedule. To further address these deficiencies, the instructional team will implement protocols for engaging in collaborative inquiry, looking at student work and participation in “teacher rounds.” The school must work to improve the way it uses data to impact student achievement

21K620 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,	Total Enrollment	613	SIG Recipient	N/A

	11,12			
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	30	# SETSS	9	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				27
School Composition (2013-14)				
% Title I Population		82.5%	% Attendance Rate	82.3%
% Free Lunch		83.3%	% Reduced Lunch	6.8%
% Limited English Proficient		4.7%	% Students with Disabilities	27.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	73.0%
% Hispanic or Latino		16.8%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White		7.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1	# of Assistant Principals (2014-15)	6
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		2.1%	% Teaching Out of Certification (2013-14)	22.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		28.5%	Mathematics Performance at levels 3 & 4	42.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		73.2%	% of 2nd year students who earned 10+ credits	43.6%
% of 3rd year students who earned 10+ credits		52.0%	4 Year Graduation Rate	57.1%
6 Year Graduation Rate		70.6%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.

Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our school has initiated curriculum development and implantation
- The school leaders encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, electives and CTE courses
- Teachers are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards.
- Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology and CTE programs
- Teachers are beginning to develop a system to analyze and use data to make curricula decisions
- Teachers are in the process of developing multiple types of assessments to ensure alignment between curricula and assessment
- Teachers are learning to provide feedback based on data to students to address students ownership of learning

Part 2 – Annual Goal

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

3.3 Develop and implement protocols and monitoring systems for reviewing units of study to ensure alignment with the CCLS and NYS Content Standards. Focus meeting time on the rigorous implementation of the CCLS

and the use of data to adjust curricula to ensure student growth. By June 2015, 80% of teachers will plan and deliver instruction that is inclusive of unit plans developed using the UBD model, as measured by effective and/or highly effective ratings in Danielson components 1a, 1e, 3c, and 3d, through the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers receive professional development two Fridays per month for 80 minutes each to create unit plans and CCLS curricula. The school leaders will use a systematic plan to provide teachers access to pedagogical support, materials and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students The school will routinely monitor and evaluate the CCLS curricula and program for the purpose of alignment and across grade and subject areas. The school leaders will ensure the staff will use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study	All students	On going	All Teachers Instructional Team Assistant Principals Principal
Teachers will develop collaboratively unit and lesson plans that meet the demands of CCLS and grade level DDI protocols and address student achievement needs in all grades and subject area including SWD, ELL students Teachers will use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffold skills for all students including SWD and ELL students, and use a variety of complex materials appropriately aligned to the CCLS Teachers will monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary support for all groups of students in all content areas	All Students	On going	Instructional Team All Teachers Assistant Principals
All teachers have 40 minutes every Monday for Parent Outreach Parents have access to Pupil Path to monitor student progress as well as contacting teachers	All students Parents	On going	Instructional Team All Teachers Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CCLS instructional resources for all content areas Teacher Team leaders need additional period to plan for meetings with content teachers.

CCLS text for Geometry, Algebra 2, ELA 11th and 12th grade.
 Additional online resources for teachers to assist with planning and preparation of lessons, assessments, and performance tasks.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By December 1, 2014, teachers in all departments will be using uniform unit plans, performance tasks and student assessments, including final exams. All teachers who receive effective ratings in Danielson’s competencies 1a, 1e, 3c, and 3d, will demonstrate observable practices that provide multiple entry points for all students, including accelerated students, SWD’s and ELL’s

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We feel we do a lot for our Grady students in order for them to develop emotionally and socially. We offer them college trips, incentives to do well and rewards for doing well, a great staff of counselors and outside organizations assisting them. We feel that we need to improve on getting all stakeholders involved in the process of developing students emotionally and socially. We also feel we need to implement curriculum throughout the school year in areas of helping our students in these areas.

Part 2 – Annual Goal

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

5.5 Collect and analyze data to identify and support the social and emotional developmental needs of students, specifically ELL's and students with disabilities. Use this analysis to develop a plan to address student needs and promote academic achievement. By June 2015, 90% of all teachers and guidance counselors will be engaged in collaborative inquiry, at grade level, to develop systems and structures that ensure success for all students, as measured by at least a 10% increase in credit accumulation and Regents scores, as well as a 5% increase in attendance for chronically absent students.

Part 3 – Action Plan

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

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
We would like to implement more grade level bonding activities such as grade level college trips, field trips for grade levels and special school activities by grade level for students to gain friendships and bond with fellow classmates.	Each grade level of students	September 2014 – June 2015	Guidance Counselors, School Aides, COSA, Assistant Principal of Guidance
Use a community based organization called Counseling in Schools to work with students throughout the year as well as train teachers and staff members in curriculum related to student development.	All staff and selected students with higher needs	October 2014 – June 2015	Counseling in Schools and teachers
Implementation of activities (such as college applications sticker program) to promote higher learning for students and make them feel good for the things they do	Seniors & Juniors	November 2014 – May 2015	School counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will use our Friday professional development time to implement the training of staff of curriculum that was obtained by the Department of Education. We will also use a community based organization called Counseling in Schools to implement this training as well as give some students additional support in develop emotionally and socially. We will also need to set aside some funds for the purchase of transportation and possibly admissions for students to take grade level trips.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

Observing the trips as they occur will be our initial review. Follow up benchmarks will occur through school survey results.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data

Coaches support teachers' use of instructional practice and strategies that are aligned to plans to provide instructional interventions to students

Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS and reflective of the CCLS shifts to inform their instructional practices aligned to CCLS shifts in all content areas

Teachers do not ask higher order thinking questions or the instructional materials do not contain high levels of text and content complexity.

Some teachers use strategies that acknowledge diverse groups of students and their needs, or teachers are developing strategies that acknowledge diverse groups of students and their needs

Teachers are beginning to discuss strategies that address the changing needs of the student population and reflect students values and perspectives

Teachers are beginning to use plans for adjusting student groupings and instructional strategies

Teachers are in the process of using summative and formative assessments that inform instructional decision making, and the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

4.5 Develop and implement protocols and provide professional development for analyzing individual and group data to inform planning, adjust student groupings and to provide targeted and actionable feedback so that students take ownership of their learning. Develop self-reflection protocols for students to reflect upon and assess their own progress. By June 2015, the average 80% of all teachers will be rated effective and/or highly effective in Danielson component 3b, 3c, and 3d, through participation in targeted professional development sessions focused in these three Danielson components which will be measured through the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers have ongoing professional development of the Danielson Framework. Teachers collaborate during Instructional Team meetings as well as Friday Professional development for ongoing collaboration of unit plans, lesson plans and assessments.	All Teachers	On going	Teacher Team Leaders All teachers Assistant Principals
In the unit plans and lessons, differentiation is included to meet the needs of all SWD and ELL students, Teachers use data (SKEDULA, pre and post assessments, summative and formative assessments, base line assessments and regents exams) to gauge student progress and adjust lessons to meet the needs of all students Teachers use multiple entry points to meet the needs of all students	All students	Ongoing	Teacher Team Leaders All teachers Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Additional time for team teachers of ICT classes to meet to discuss adjustments to lessons to meet the needs of all SWD and ELL students.

Additional professional development on using data to assist with preparation of lessons

Additional professional development on using multiple entry points to meet the needs of SWD and ELL students

Additional texts and online resources to assist all students including SWD and ELL students

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

ICT teachers will be observed using various models of instruction that are designed to provide multiple entry points for students. All teachers who receive effective ratings in Danielson’s competencies 1a, 1e, 3c, and 3d, will demonstrate observable practices that provide multiple entry points for all students, including accelerated students, SWD’s and ELL’s

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school needs to continue working on implementing fully developed systems and structures to examine and improve critical, individual and school wide practices.

Part 2 – Annual Goal

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

2.5 Implement fully developed systems and structures for examining and improving critical individual and school-wide practices for achievement of critical school-wide goals, including developing student goals, providing feedback to students, developing unit and lesson plans based on data collected, monitoring student progress, revising plans and re-assessing students. This will be measured by criteria set forth in annual goals 3.3, 5.5, and 4.5.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
80-minute professional development schedule is designed to give teachers time to work collaboratively within their content area and grade level teams, and individually to plan and prepare lessons and units that are based on data and monitoring of student progress	Teachers	September 2014 – ongoing	Principal, AP's, Instructional Team
An IEP Coordinator was hired to collaborate with teachers and provide professional development on using the IEP process and document to better meets the needs of individual students.	Teachers, Students	September 2014 – ongoing	IEP Coordinator, AP, ISS
Instructional teacher teams meet weekly to plan professional development that addresses CCLS shifts and the development of unit and lesson plans.	Teachers	September 2014 – ongoing	Principal, Instructional AP's, Lead Teachers
The instructional team will use the SRI materials to research and implement protocols for professional development and teacher rounds.	Teachers	January 2015 – ongoing	Principal, Instructional AP's, Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional materials, Pearson course materials and professional development for ELA and Math, comp-time position for IEP Coordinator, per-session for instructional team leaders

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 6. Specify a timeframe for mid-point progress monitoring activities.
- There will be observable improvement in teacher practice, in the areas of Danielson’s competency 3c.
 - Completion of IEP’s will be at 100% compliance and IEP’s will include goals that are specific to each student, including strategies that specifically engage and provide multiple entry points for each student in the classroom.
 - All content teachers will deliver lessons from common unit plans.
 - All content teachers will use uniform assessment.
 - A common protocol will be identified and implemented when assessing instructional impact and looking at student work.
 - Select staff will participate in a pilot program using “teacher rounds” strategy.

Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Over the past few years, Grady has been able to create a school website, use the school phone messenger system and use an online grading system called Skedula to reach out to parents and stay in constant communication with them in 3 different formats. We feel that we fall short in getting parents more involved at the school of conferences, meetings and decision making. We also feel that we fall short in helping parents help their kids with their education.

Part 2 – Annual Goal

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

6.5 Increase meaningful and actionable outreach to families, to improve access to their child's academic progress, including access to quarterly IEP progress reports, improving their ability to understand and use data to advocate for appropriate services for their children. By June 2015, 70% of parents will be signed up to actively use Pupil Path to monitor their child's progress and communicate regularly with teachers.

Part 3 – Action Plan

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

<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Our grade level counselors will meet with parents throughout the school year to show them and teach them the responsibilities their children have being in the grade they are and as they move through their high school career and beyond.	Grade level parents and students	December 2014 – May 2015	Guidance Counselors, Assistant Principal Guidance & Guidance School Aides
We have found that it is difficult for our parents to come to school meetings. We will attempt to bring the meetings to them this year by do live meetings from the school. Meetings will be streamed online for parents to access and participate in while they are going on.	All parents	January 2015 – June 2015	PTA President, Parent Coordinator, Assistant Principal Organization
We want to expand parental outreach and constant notification to parents by using Skedula more and in other ways as a communication tool. Training will be given to staff on different ways to use the tool to reach out to parents. We will also implement procedures for staff to follow in how to use the tool effectively.	All parents, especially the non-English speaking parents	September 2014 – June 2015	Assistant Principal Organization, Computer Technician, School Aides, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed to implement this plan are guidance counselors and school aides to run parent meetings, staff to run the streaming of the conferences online and training for staff on using Skedula. In addition, funds will be necessary for the purchase of equipment that will be necessary to run these events, the purchase of the annual cost for the use of the Skedula tool, and for the time staff will spend running meetings with parents.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Analysis of data identifying the level of use of skedula from parents will be used as a benchmark. Monthly reviews will be used to determine the level of use for the tool.

Part 6b. Complete in February 2015.

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

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Prior years reading levels and levels determined during school year	Pull out reading program	Small group or one to one sessions	During the school day
Mathematics	Prior years math levels and levels determined during school year	Extended Learning Time & tutoring	Small group sessions	During the school day
Science	Current school year data analysis	Extended learning time tutoring program	Small group sessions	During the school day
Social Studies	Current school year data analysis	Extended Learning time tutoring program	Small group sessions	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students IEP and recommendations	Pull-Out sessions	Small group and one to one sessions	During the school day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, Grady wants to have at least 10% of its identified students receiving additional support in all of the areas improve in the area they are receiving help in (ie. Students passing their regents, bringing up their reading levels, passing their subject class).

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Students identified in the current & next year’s cohort that still need to pass regents for graduation. Students also struggling in classes.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
 Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
 Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Grady believes that our students are 221st century students. With that, we have smart boards in every classroom that allow teachers to provide much more visual aids, real world articles, events, recordings videos to show to students and relate to what they are learning. We have interactive devices for students to use with lessons, document cameras to take snap shots of student work and add to the lesson and much more.

Part 2c. Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The entire staff is used for our ELT program. We have teachers working during and after the school day with students in small groups of tutoring or classes. We hire school aides to support and remind students and

parents of classes and tutoring programs. We also have an outside community organization called Counseling in Schools that will give support to our high-risk students emotionally and socially.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We are looking to adjust two of our school days to support more in depth tutoring prior to regents being given. We may expand this to three days or more in June as the number of students preparing for exams will increase. Teachers, School Aides, AP's and Counseling in Schools are all people partaking in the ELT program.

Part 3c. Timeline for implementation and completion, including start and end dates.

Tutoring is planning to begin in January and will continue through the 2nd semester. It will end for the June regents. Extended day classes have begun in October and will continue throughout the school year. Counseling in Schools has begun as well and will continue throughout the school year as well.

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

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

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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

January regents results will be used to determine the level of support needed to continue through the 2nd semester. Evaluation of class grades as well will be used to determine what will need to continue in the 2nd semester as well.

Part 5b. Complete in **February 2015**.

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

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Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Weekly meetings of professional development (totaling eighty minutes each week) in the areas of technology, CCSS and creating curriculum to model these standards. Outside professional development opportunities as well for more knowledge in CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A MOTL group was created in the beginning of the year, made up of at least one teacher from each subject area and the UFT rep for the building to discuss and identify the professional development topics that need covering throughout the year and the implementation of assessments in the rating process.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$34000	X	14, 15, 17, 18, 26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	58000	X	11,22,23
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$8100	X	23
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 the school. **William E. Grady HS**, 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 the school and the families. The 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 the school community. **William E. Grady HS** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 620
School Name William E. Grady CTE High School		

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

Principal Geraldine Maione	Assistant Principal Nancy Owezim
Coach type here	Coach type here
ESL Teacher Evelyn Katz	Guidance Counselor Melanie Freeman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Darlene McDonald
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	679	Total number of ELLs	29	ELLs as share of total student population (%)	4.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										15	4	2	5	26
Push-In										0	3	0	0	3
Total	0	0	0	0	0	0	0	0	0	15	7	2	5	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	3	1	2	13
Chinese										0	0	0	0	0
Russian										1	0	1	0	2
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										2	1	0	1	4
Haitian										5	2	1	2	10
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	0
Other											0	0	0	0
TOTAL	0	15	6	3	5	29								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	1	0	0	1
Intermediate(I)										3	3	2	1	9
Advanced (A)										8	1	0	2	11
Total	0	11	5	2	3	21								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Integrated Algebra	9	0	4	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	0	0
Physics	0	0	0	0
Global History and	5	0	1	0
Geography	0	0	0	0
US History and	4	0	1	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: We use the previous year's NYSESLAT scores. This allows us to see which modalities our ELLs need the most support to move them to the next level of proficiency. The data will help the school target the students' based on their level of proficiency in each modality and will allow for differentiated instruction to help ELLs achieve.1. The ELL Periodic Assessment and

NYSESLAT are used.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that most of our ELLs are more proficient in speaking/listening than reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The patterns affect instructional decisions in the way teachers group students, differentiate and what skills they focus on with ELLs. 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. 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.
4. For each program, answer the following:
 - a. 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?ELLs take their tests in English only. Our school has a very small population of ELLs. 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. 11 of our 21 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.
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. 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.
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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
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.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELLs' 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.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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. 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.
 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 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. 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.
 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 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. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1 a. Classes are self-contained. ESL teacher pushes into ISS science class/
 - 1 b. Presently our ESL classes are ungraded and heterogeneous.
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)?
 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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 2013-14 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. ELLs 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 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.

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

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 free-standing ESL class.

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

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		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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, we offer tutoring and extended day classes for students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students receive extra services to help meet their needs.
11. What new programs or improvements will be considered for the upcoming school year?
ELLs take part in all career and technical sequences. Free-standing ESL classes are programmed to not conflict with any CTE areas. Through Title III funding we will offer afterschool tutoring for ELLs. Technology is infused daily. A designated lap-top cart was purchased for the ESL class and is used during Writer's Workshop.
12. What programs/services for ELLs will be discontinued and why?
No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Rosetta Stone, ESLreadingsmart
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The programs are designed to the students' ages.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Freshman orientation
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The ELL 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. Mandated PD and training

3. 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.

D. Parental Involvement

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

1. 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

E. Additional Information

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

Paste response to question 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		1/1/01
Tarah Montalbano	Assistant Principal		1/1/01
Darlene McDonald	Parent Coordinator		1/1/01
Evelyn Katz	ESL Teacher		1/1/01
	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **21K620** School Name: **William E. Grady CTE High School**

Cluster: **4** 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.

The school uses the home language survey and data collected by the ELL teacher to assess the written translation and oral interpretation needs of students' parents. During the first week of class, the ELL teacher collects data from her students and reports the data to the APO and parent coordinator.

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 majority of ELLs' parents speak Spanish. These findings were reported to the APO and parent coordinator.

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.

The DOE provides translation which is automatically uploaded to the school's website. Parents can access the website twenty-four hours a day. The school also utilizes bi-lingual staff members for both written and oral translation on a need-be basis.

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 uses Google translate and software to translate documents. Bi-lingual school staff members have been identified to provide translation services in represented languages.

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>.

The parent coordinator notifies parents of translation and interpretation services. The school's website offers these services as well.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 0
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

To assist ESL students in the area of the most commonly failed subjects of social studies, we will provide direct instruction to ESL students in an afterschool setting in an extended day setting.

This program will run for a total of 54 hours - 2 days a week for 2 hours per day. This program will be taught by a certified Social Studies teacher (possibly 2 - depending on interest).

Two - 54 hours X \$51.51/hr = \$2781.54 X 2 = \$5563.08

To assist ESL student in preparing for Regents exams, we will run an afterschool tutoring session. Once again, we will target the kids in the Social Studies subjects. This will run for a total of 16 hours total. 8 hours in January and 8 hours in June

16 hours X \$51.51/hr = \$824.16

Part C: Professional Development

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

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

Begin description here: Moving forward with common core initiatives and curriculum, we plan to bring in Pearson Inc. to train staff on using the new textbooks purchased with them, how to gear the textbook towards ESL students and use the online tool that comes with the textbook as an instructional tool.

Pearson will concentrate on English and Math teachers for a series of trainings (approximately 10 teachers in total) The expectation for this training is that it runs for 3 full days of training (8 AM - 2:50 PM). Tentative dates for the training are Jan 28 - Jan 30.

Our second initiative is to give teachers more support in using the SMARTBoard and creating a lesson plan that uses the board to make lessons more interactive for ESL students. Because of this, we are looking to purchase an online PD portal with TEQ to bring training to staff on doing this. TEQ provides a year long access to the portal and continuously updates it with new topics and trainings. This portal will be available to all teachers in the building throughout the course of the year.

Part D: Parental Engagement Activities

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

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

Begin description here: Our focus this year is to ensure that parents of ELL's are fully aware of the activities going on in the school by making sure all memos, letters, etc.. are translated for parents in the language identified for them. In addition, parents that are attending activities at the school will have staff available for translating documents and translating conversations at the school. We will need approximately 2 staff members at the school to work these activities to cover the languages we have at the school. Tentative dates for school activities are March 26 & 27th, March 7th and May 2nd. The activities will run for 3 hours per day.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____