

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K620

School Name:

WILLIAM E. GRADY CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

Principal:

TARAH MONTALBANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: William E. Grady High School School Number (DBN): 21K620
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: Tami Cherichetti
SLT Chairperson: Eleanor Leonard
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Audrey Harry
Student Representative(s): Bianca Augustin
Shaniah Baker

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: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 459 89th Street, Brooklyn, NY 11209
Director's Email Address: _____
Phone Number: (718)759-4932 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tarah Montalbano	*Principal or Designee	
Guido Caligara	*UFT Chapter Leader or Designee	
Tami Cherichetti	*PA/PTA President or Designated Co-President	
Takema Jones	DC 37 Representative (staff), if applicable	
Audrey Harry	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Bianca Augustin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shaniah Baker	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise McGhie	Member/Teacher	
Gloria Minchala	Member/ Parent	
Eleanor Leonard	Member/ Parent/Chairperson	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

William E. Grady Career and Technical Education High School serves approximately 550 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 will be eight periods and include 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 55% 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 91% 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 its second year in good standing.

The school has developed the shared belief that students learn best when engaged in project based instruction that includes high expectations and consistent practices that incorporate research strategies, immediate feedback, and opportunities for self and peer evaluation, and must now shift practices to embed this belief in and across all classrooms.

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 1e, 3b, 3c, 3d. 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	09,10,11,12	Total Enrollment	613	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	30	# SETSS	9	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# 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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

Review of our Regents data displays two trends, an overall low pass rate, and especially in exams for advanced courses and those that require extended writing, and eventual passing scores that do not meet college readiness benchmarks of 75 in ELA and 80 in Math, resulting in performance index that does not meet AYP.

June 2014 pass rates are as follows:

CC ELA 63.64% (This was given to a targeted group as part of a pilot project)

ELA 45.27%

Global History 21.71%

US History 58.27%

CC Algebra 12.75%

Algebra 28.67%

Geometry 26.67%

Living Environment 49.63%

Earth Science 32.94%

Trigonometry and Chemistry 0%

January 2015 pass rates are as follows:

ELA 40%

Global History 21.43%

US History 64.29%

CC Algebra 1.03%

Algebra 17.80%

Geometry 33.33%

Living Environment 52.94%

Earth Science 3.70%

Trigonometry 14.29%

Chemistry N/A

2013-14 AYP data is as follows:

ELA 119 (Safe Harbor Target 142)

Math 91 (Safe Harbor Target 99)

Review of the data showed that if former metrics, giving credit for scores between 65-74, were used, then we would have exceeded AYP in a target areas, demonstrating that we need to focus on increasing both Regents pass rates and scores.

In correlation to low Regents scores, March 2016 QR data (as indicated on Preliminary Ratings Form) demonstrates developing practices in rigorous CCLS-aligned curricula that meets the needs of all learners, assessment alignment, communicating high expectations and providing instructional supports.

QR feedback demonstrated that instructional practices are not embedded to support a school-wide belief on how students learn best. Teachers immediately worked to develop a shared belief that includes high expectations and consistent practices that incorporate research strategies, immediate feedback, opportunities for self and peer evaluation.

Part 2 – Annual Goal

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

Increase Regents pass rates in all subject areas by a minimum of 10%, with specific increases in Math (80) and ELA (75) scores, in order to make AYP.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Continued participation in the AP Expansion Program. • New course sequences to include AP classes for all students, including Laying the Framework training for teachers. • New course sequence to include three term math course, Global History prep course, US History prep course, Chemistry and Pre-Calculus. 	<p>All students, ELA, Math, Science, IT and Social Studies teachers</p>	<p>June 2015-June 2016</p>	<p>Ms. Oweazim, AP Humanities</p>
<ul style="list-style-type: none"> • After-school and Saturday Regents Academies/AP Academies. 	<p>All students, Students who have earned Regents scores between 65 and 74, Students in AP classes</p>	<p>September 2015-June 2016</p>	<p>AP Guidance, Guidance Counselors, Instructional AP's</p>
<ul style="list-style-type: none"> • Push-in Resource Room and ESL. • Pull-out Tutoring 	<p>SETTS and ESL students, Seniors and Juniors who still need to pass Regents to graduate</p>	<p>September 2015-June 2016</p>	<p>AP ISS, AP Humanities, Instructional AP's</p>
<ul style="list-style-type: none"> • Adjust instructional units to include extended writing and embedded practices that reflect the school's shared belief in how students learn best. 	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Instructional AP's, Instructional Team Leaders</p>

Part 4 – Budget and Resource Alignment

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

The AP Expansion Program is covered by the APEX program. This is our third year in the program and have decided to expand the opportunities we have with this program to cover more students and staff.

Push-in and Pull-out programs are covered by our staff in the normal day and is covered by TL FSF funds in the form of salary.

After school activities will be funded by TL FSF in the form of per session. Teachers of Grady HS will be hired to provide the tutoring for students in AP and Regents classes.

The instructional unit adjustment strategies will be covered by our focus of programming common prep time during the school day and during PD sessions on Mondays.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

January Regents item analysis will be used to assess student learning outcomes at the standard level, and to adjust instructional decisions at the team and classroom levels, January Regents scores will be evaluated as a means of determining progress toward AYP. Progress will be indicated by higher Regents passing rates, percentage of students meeting college readiness benchmarks and a lesser gap toward AYP.

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

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

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

Part 1 – Needs Assessment

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

While school attendance data has steadily increased over the past five years (approximately 80%), analysis of class attendance vs. daily attendance shows a significantly lower number, due to cutting and suspensions, decreasing credit accumulation, more significantly in the lowest third population. For the past ten years, our school has received funding for CBO’s to support these goals. This year was the first time we did not have funding for a CBO, although we did have the services of one under a Hurricane Sandy Grant. As of September 2015, the school will not have a CBO. Analysis of IEP data showed that many IEP’s were not completed on time and that many IEP’s, specifically the PLOP and transition pieces were weak, resulting in fewer opportunities for the IEP to be used as an instructional tool for maximum student growth.

Part 2 – Annual Goal

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

Increase credit accumulation in all cohorts, with specific focus on the lowest third, by at least 10%, by focusing on attendance, suspension, and quality of the IEP process

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement grade teams, with an academy structure, led by an assistant principal, guidance counselor, with support from an academy coordinator. Within teams, cohort data</p>	<p>All grade cohorts, all teachers,</p>	<p>September 2015-June 2016</p>	<p>AP’s, guidance counselors, school aides, data specialist</p>

will be analyzed to identify and target at-risk students and design support services to improve their attendance and credit accumulation.	targeted at-risk groups		
<p>Restructure the IEP and transition planning processes as follows:</p> <ul style="list-style-type: none"> • Each student will be assigned an IEP teacher who will follow that student in a mentorship capacity until graduation, maintain consistent contact with the student’s teachers, parents, transition coordinator, guidance counselor and psychologist. • Monthly case conferencing will take place according to the IEP calendar, giving teachers and support staff the opportunity to ensure that the IEP is written to best meet the student’s needs, that all necessary documentation is completed in a timely fashion and to develop meaningful transition plans. • A more-intensive Level 1 and 2 vocational assessments will be used to develop more meaningful transition plans. • Teachers will continue to attend training on writing quality IEP’s. 	All students with IEP’s	September 2015-June 2016	AP ISS, IEP Coordinator, Transition Coordinator, IEP teachers
Create a block of classes (G) for students who are behind their cohort by at least one year, due to attendance and suspensions. These students will have an alternative schedule that includes test prep courses, and blended learning PM school classes. They will also participate in advisory and restorative practices led by guidance counselors and AP Security.	Students who are behind their cohort by at least one year	September 2015-June 2016	AP Security, Guidance Counselors
PM school/Blended learning	In priority order, by grade level, students who are less than five credits behind their cohort year	September 2015-June 2016	AP Guidance

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Extended Day classes, G Class and blended learning environments could use a purchased online curriculum program to provide students with extended learning opportunities and provide additional support in the classroom.</p> <p>Our academy structure and iep/transition restructure will be implemented using our current staff during the day. With the common planning time, professional development time, parent engagement time and professional work time incorporated in the normal workday, these structures will be implemented</p>
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • Mid-year progress to graduation showing an increase in the percentage of students who have earned at least five credits in the first term. • Mid-year increase in overall attendance and credit accumulation and decrease in suspensions of targeted students. • Increase in rate of compliance of annual IEP's, as well as in the written quality of the PLOP and transition plan.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

This was our school’s area of celebration during our 2015 QR. This year, our staff worked collaboratively, under the leadership of the assistant principals and teacher team leaders, to redesign curriculum and create uniform CCLS-aligned units of instruction. The teams began the process of looking at student work to identify trends and suggest instructional adjustment. The teams need to further this work by analyzing these trends to consistently adjust instructional decisions that lead to more meaningful student work products. This need is also demonstrated by MOTP ratings, which are consistently lower in Domains 1 and 3, indicating the need for more effective planning for the needs of all learners, more effective strategies for promoting higher levels of questioning and discussion, more effecting strategies for engaging and assessing students.

Part 2 – Annual Goal

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

Increase the number of effective and/or highly effective MOTP ratings in Domains 1 and 3 by at least 10%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional team leaders share best practices through implementing a model classroom for intervisitation and lesson study.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Instructional AP's</p>
<p>Program the school to provide for additional collaborative planning time:</p> <ul style="list-style-type: none"> • Program on a single session to include contractual 80-minute professional development sessions every week, as well as 35- minute professional work periods. • Program a common planning period for each department. 	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, AP's</p>
<p>Teachers, within departments, refine curricula to embed practices that promote more effective discussions, engagement and assessment. Teachers will implement one strategy for each competency during each cycle of inquiry.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, AP's</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>With the programming of common planning time and the incorporation of professional development time, parent engagement time and professional work time in the normal workday, the strategies of instructional teams, common planning, unit planning will be implemented by our staff</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Observable practices will be embedded within and across contents and will demonstrate at least a 10% increase in effective and/or highly effective practices, as observed, normed and calibrated by the cabinet.

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

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

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

Part 1 – Needs Assessment

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

When further analyzing MOTP ratings, it was found that the areas with most consistent lower ratings are 1e, 3b, 3c and 3d. It was also agreed upon by the cabinet, during unannounced group walkthroughs, that the ratings in these areas were consistently even lower than during planned observations. This demonstrates the need for more professional walkthroughs, calibration and norming amongst the cabinet and with teachers.

Part 2 – Annual Goal

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

Increase the number of effective and/or highly effective ratings for competencies 1e, 3b, 3c and 3d by at least 10%, specifically during routine class visits.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Improve the calibration of observations across the cabinet by conducting weekly group walkthroughs and norming sessions.</p>	<p>AP’s</p>	<p>September 2015-June 2016</p>	<p>Principal</p>

Focus weekly professional development on best practices within competencies 1e, 3b, 3c and 3d. Teachers will implement one strategy for each competency during each cycle of inquiry.	All Teachers	September 2015-June 2016	AP's, Principal
Teacher rounds protocol will be implemented as part of each cycle of inquiry.	All Teachers	September 2015-June 2016	Teacher Team Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
With the programming of common planning time and the incorporation of professional development time, parent engagement time and professional work time in the normal workday, the strategies of embedded practices and teacher rounds will be implemented by our staff. Assistant principals will discuss together the targeted professional development we feel is necessary in order to move the school forward. They will also have their classes available for teachers to see, with them being programmed to teach two classes each.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
There will be a measurable increase in the number of effective and/or highly effective ratings in competencies 1e, 3b, 3c and 3d									
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

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

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

Part 1 – Needs Assessment

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

Parent attendance at school events is an area of concern, particularly because of its impact on the school’s ability to move forward with student achievement. This year, we hired a parent coordinator and established a PTA Board and SLT. We focused agendas on assessing root causes and action plans. Feedback from all constituents as well as the Framework for Great Schools Report indicate weakness in teacher outreach to parents and parent involvement in the school. In addition, the community’s perception of the school is very poor and this is something the school must improve because of its impact on enrollment.

Part 2 – Annual Goal

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

Framework for Great Schools Report will show at least a 10% score increase in areas measuring teacher outreach to parents and parent involvement in the school.

The community’s perception of the school will be improved, as measured by the number of participants in outreach efforts.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The PTA will sponsor relationship-building events, such as parent-child sporting events, movie night, celebratory dinners, as well as events that support the socio-economic needs of our parent community, including a health fair, information sessions related to curriculum, college and career readiness, financial aid and mental health and counseling services.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Principal, PC, PTA</p>
<p>Teachers will use the designated parent engagement time to ensure that they make appropriate contact with parents and update Pupilpath, with all work being no more than one week behind. Teachers will also make more of an effort to participate in parent sponsored and targeted events. Two additional parent engagement evenings will be held, according to new contractual schedule.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers, AP's, Principals</p>
<p>Offer adult education classes in CTE areas, to engage parents and the community.</p>	<p>All parents and community members</p>	<p>September 2015-June 2016</p>	<p>AP Holder, CTE teachers, AP Gerber</p>
<p>Each CTE program will implement a service learning component that offers their expertise, at little to no cost, to parents and the community.</p>	<p>All parents and community members, CTE teachers, CTE students</p>	<p>September 2015-June 2016</p>	<p>AP Holder, CTE teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to get parent engagement, the activities of PTA Events, Adult Education classes and service learning will be provided by our Parent Coordinator and teaching staff using Title I funds.</p>
<p>Our parent resource center is being created by our parent coordinator in order to build a friendly and helpful environment for parents during the day.</p>

CTE service learning programs will be funded through VATEA

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

Since survey and survey results will not be available mid-year, progress will be measured by attendance at parent sponsored and targeted events and community outreach efforts.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Level 1 on 7th or 8th grade ELA • Scored below 75 on ELA Regents • Needs additional support to succeed with AP coursework 	<ul style="list-style-type: none"> • Double period ELA class, ILit Reading Program • Regents Prep class, Regents tutoring • Saturday Academy, push-in SETTS 	<ul style="list-style-type: none"> • Classroom • Classroom, small group • Classroom, small group 	During the school day, after school, and on Saturday
Mathematics	<ul style="list-style-type: none"> • Level 1 on 7th or 8th grade Math • Scored below 80 on Algebra Regents • Needs additional support to succeed with advanced level coursework 	<ul style="list-style-type: none"> • Three-term algebra class • Regents tutoring • Saturday Academy, push-in SETTS 	<ul style="list-style-type: none"> • Classroom • Classroom, small group • Classroom, small group 	During the school day, after school, and on Saturday
Science	<ul style="list-style-type: none"> • Failed Science Regents • Needs additional support to succeed with advanced or AP level coursework 	After-school and Saturday tutoring	Classroom, small group	After school and on Saturday
Social Studies	<ul style="list-style-type: none"> • Failed Global or US History Regents • Needs additional support to succeed with AP level coursework 	After-school and Saturday tutoring	Classroom, small group	After school and on Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	G Class for students who are one full year behind their cohort	Special block of classes, credit recovery and advisory	Classroom	During the school day, after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
For new hires we seek dual certification in Special Education and content area; all existing hires are already qualified in their subject area. Due to decrease in enrollment each year, our ability to hire new staff is extremely limited. Our staff feels very supported by administration, as evidenced by the fact that most of our staff has worked in the school for more than ten years.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Weekly professional development is aligned with school-wide goals and MOTP ratings data, to ensure that teachers engage in collaborative planning that promotes progress in areas of need.

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	500,474.00	X	11,13,15,17,19
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	11,13
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,556,941.00	X	11,13,15,17

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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: <u>32</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

Part D: Parental Engagement Activities

- 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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Tarah Montalbano	Assistant Principal Todd Gerber
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dawn Sansevero	School Counselor Melanie Friedman
Teacher/Subject Area Mendy Nestlebaum	Parent Tami Cherrichetti
Teacher/Subject Area Wendy Perez	Parent Coordinator Stacey Matone
Related-Service Provider type here	Borough Field Support Center Staff Member Christine Etienne
Superintendent Michael Pryor	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	525	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	16
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13	8	2	9	5	5	14	2	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	3	2	3	0
Chinese														0
Russian										2	2			0
Bengali														0
Urdu												1	1	0
Arabic										2	0	1	1	0
Haitian										3	2	1	1	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1	1		1	0
Emerging (Low Intermediate)										2		1		0
Transitioning (High Intermediate)										2	2	1	1	0
Expanding (Advanced)										3		1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9		4	
Integrated Algebra/CC Algebra	15		6	
Geometry/CC Algebra	3		2	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	10		1	
Living Environment	15		3	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	15		5	
Geography				
US History and Government	5		3	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Students are assessed with a classroom assessment in the beginning to determine the level they are at. We may also review student work in the class as well to determine their skill set. Finally, we review the NYSESLAT and NYSITELL results, if there are any, for the child.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
No pattern to speak of.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool outliens each student in the school and gives a level to each of them of their progress towards graduation. We have used this tool in evaluating how students are progressing. Counselors are meeting with students to discuss their progress as well as staff using this data to determine the needs of our students at a whole level.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Most of our students, although given the choice of taking the exam in their native language, chose to take the exam in English. The fact that students may take the exam in their native language is also fairly new concept to teachers. It is a work in progress to get everyone on the same page that this is okay to do and better for the student in the long run. We are running into some issues that languages are not allowed. Each student has a bilingual dictionary, which I hope helps the students in exams that are English as well.
 - The assessments are reviewed to identify areas of assistance needed.
 - We have observed that students are having difficulties in writing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
All teachers need to plan instructionally with tools to assist all kids. These tools such as scaffolding, annotation and others are discussed and reviewed in professional development time and reviewed in the classroom use to ensure that all students, including ELL's are learning. During observations, these tools are looked at closely to see how they are being incorporated into the lessons.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We review credit accumulation of the students, report card grades, levels of the assessments, and regents data to determine the level of success for the program

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
New students are met with the pupil accounting secretary, Assistant Principal of Guidance and the parent coordinator to review normal intake protocol. Shortly after, the LAB coordinator, ESL teacher and another English teacher will usually meet with the guardians and the student to discuss the HLIS results (if it returns not English), discuss the preferred language for oral and written communication, discuss the options of the student and parent and the administration of the NYSITELL (if applicable).
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the interview process, a SIFE questionnaire may be used in order to identify students with interrupted education. Sometimes this also comes up in the interview itself. These tools are used in order to identify this type of student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
A student with an IEP and his/her home language is other than English the LPT reviews evidence of the student's English language development. Based on the LPT's decision, the student is recommended to take the NYSITELL or not. The LPT's recommendation is sent to the principal for review. Upon review, the principal determines whether or not the student should take the NYSITELL. If the principal approves NYSITELL testing for the student then the student takes the test to determine ENL status. In this case ENL identification procedures continue as with all ENL students. However, if the principal determines the student should not take the NYSITELL the principal's determination or decision is sent to the superintendent or designee for review. Then the parent/guardian of the student is notified within three days. Upon review, the superintendent or designee determines whether the student should take NYSITELL or not. Once again, the parent/guardian is notified about the decision. If the decision is not to test the child then the procedure is terminated. If the student takes the NYSITELL the ENL identification procedures continue as with all ENL students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Parents receive notification of results via two methods, skedula (online program) via email and through letter notification by backpack
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed of the right during the initial interview process
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Program choices are described in the initial interview process. Parents are also notified that at the moment, GRayd only has an ENL program and that would give reason for the right to request a transfer into a program they prefer.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Parent surveys and program selection forms are distributed during the initial interview process. Program forms are reviewed after the completion and outcome of the NYSISTELL. Selection choices and forms are kept in students cumulative file.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Each cumulative record has a checklist of items that should be maintained in it. The survey and selection form is part of this checklist to ensure that each child in need of it has it stored in the file.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Placement notification letters are distributed in the initial intake meeting and also by backpack if unable to provide in the initial meeting
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Each piece of documentation is stored in the students cumulative record
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 Each child is provided with notification of where and when to take each part of the NYSESLAT exam. For sections that children miss due to absence, we continue to find the student until the end of the testing period to ensure that each child has as many if not all sections completed for the exam
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 These letters are distributed to students to be backpacked home
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Parent requests have matched the program we offer at Grady

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 Students are enrolled in ENL classes based on their levels from NYSISTELL or NYSESLAT exams. They receive the mandatory required time as per the state regulations for their levels. Students are programmed by their counselor to ensure they have the correct amount of time
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Student programs are checked to ensure that they are receiving the required amount of instructional minutes. Students are given a standalone class, as well as push in services in order to ensure the development of the language. In addition to this, students are provided with tools in order to continue their success
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content classes are taught by licensed teachers in the English language. Students are supported in these classes with the tools given to them and possibly push in services by the ESL teacher. In addition, teachers are provided tools on how to assist ENL students in their class including scaffolding, translations of material and others.

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

Students are assessed throughout the school year

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

Curriculum is designed to ensure students receive support in all four modalities

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Additional support after school hours is now being offered to support students classified as SIFE or long term ELL's.

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

Classes in all areas have a common curriculum and unit plan. At worse, classes are only off by a few days between each other, allowing changes in student programs to not have a major impact on their instructional learning of the curriculum

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

Our ENL teacher is dual licensed with special education as well as English Language. This is most fortunate for us as it allows our students to receive instruction from a teacher licensed in many areas. The instructional focus of the school is on using instructional tools to ensure that every kid is learning the curriculum being taught and how to make sure that is happening. The tools include scaffolding, exit slips, quick assessments, instructional tracker and others.

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

This is a very difficult task for Grady as we are also a CTE school. All students receive one or two period a day of instruction in the CTE field they chose as well. Scheduling is very hard and in most cases, students can not take certain classes in order to ensure they have the CTE class, ENL class and the instructional recommendations of their IEP.

Chart

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

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

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

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



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

Chart

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

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

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

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

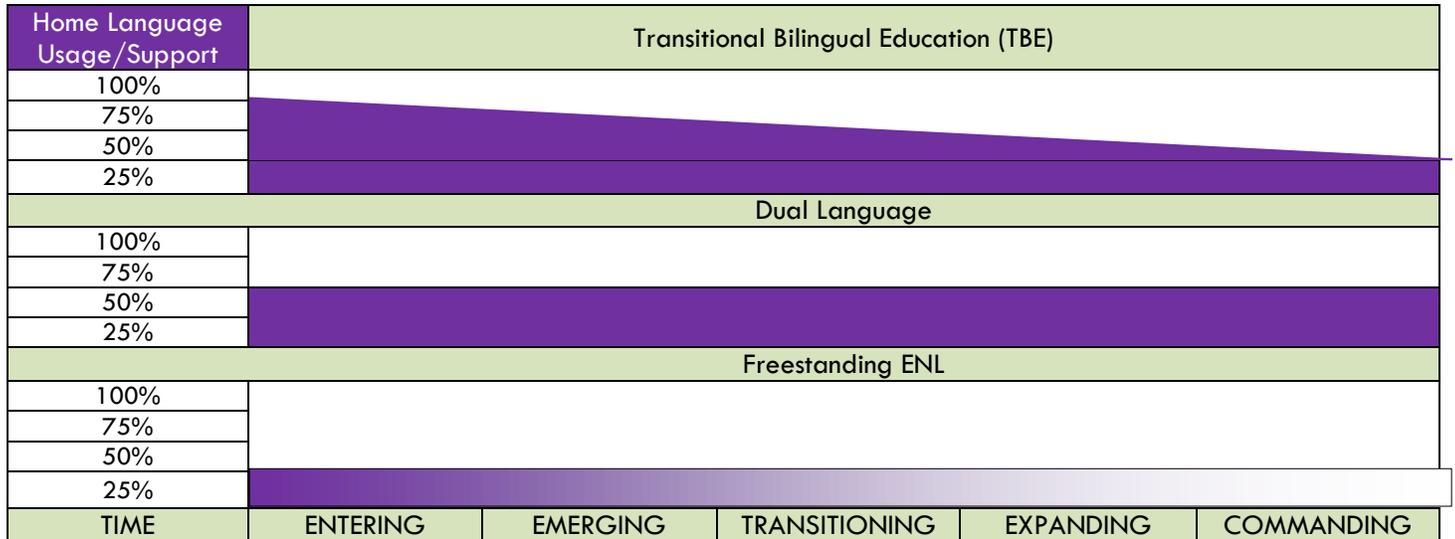


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We are targeting giving support to ELL students in ELA as we believe if we improve the skills of ELLs in ELA and provide them the support to develop their language, the rest of the core content areas will work out. We provide content support in the form of bilingual dictionaries in the content area.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are expanding on our program this year to bring in an online academic program to give students more support in the language in and out of school. Students would have access to the program outside the building in order to continue to work on their development. With more tools being provided to students to grow as individuals and the instructional focus designed for the improvement of instruction by the teachers, the program this year should bring about more success
12. What new programs or improvements will be considered for the upcoming school year?
Use of Basic ESL, an online program that focuses on improving listening, speaking, reading and writing in English. The program has three different levels of instruction.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are welcome to be a part of any school program. In addition to the programs we currently have, ELL students this year will be given specific help in an after school program taught by the ENL teacher.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Basic ESL program is going to be used this year to support our ELLs. We are also planning to use more electronic devices to support the translation of documents for students and for translating documents for them.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We pair off students with the same home language to work with each other throughout the school year
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services utilized have been identified as suitable for high school students. Reading materials are provided based on students' language level and cognitive ability.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All students, including ELLs have an orientation program giving them an overview of the school, a who's who of Grady, a student handbook that outlines who to speak to and where to go for various activities and problems. Each student also speaks individually with their guidance counselor, introducing themselves and planning for their high school career. Parents will usually meet with the parent coordinator to get a tour of the building and discuss their roles in supporting their child for success.
19. What language electives are offered to ELLs?
Due to the requirement of a CTE school, students don't receive language electives
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Attendance of Borough wide professional development meetings will be used throughout the year. Weekly discussions of where we stand in the program will be used as well.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
N/A at the moment
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Professional development on the first day of school provides guidance to staff on first day activities for students
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development is scheduled as per the latest regulations to insure compliance. Services are provided in-house and through staff developers and consultants. Borough wide training sessions are being used more as well

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
An online tool called Skedula provides parents of any student, not just ELL's the ability to review student development and progress towards goals and graduation. In addition, parent meetings continue throughout the school year with the guidance counselor and in many cases are individual meetings beside group meetings
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We conduct monthly PTA meetings and encourage all parents to attend by sending out information in home languages.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
We evaluate parent needs with conversations with parents and parent surveys throughout the year
6. How do your parental involvement activities address the needs of the parents?
At the end of any parent involvement activity a survey is used in order to get feedback from parents on their feelings of the activity and what they would like more of.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K620** School Name: **William E. Grady**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

We use a number of different ways to identify the preferences of parents with regards to communication. The HLIS form and conference with parents is the first way we determine the preference of parents. With the submission of this info into ATS, we are able to produce most communication forms of our to these parents in the language they prefer. The emergency contact cards are also a tool for us to compare results of the home language preference. Finally, we use dual language speaking staff members to converse with parents that speak in another language during meetings at the school.

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

The main languages at Grady are Spanish, Haitian, Russian, Urdu and Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Most of our communications now go through an online tool called Skedula that produces translations automatically in the system based on the designation of the preferred language in communication

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

10 PTA Meetings throughout the school year
September 30 - Curriculum Night
October 19 & 20 - Open School
March 10 & 11 - Open School
May 10 - Parent Engagement Night
Constant Parent involvement from Guidance Counselors , Teacher Outreach and Deans Outreach throughout the school year

Part C: Providing Language Assistance Services

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

The school attempts to make communication as much as possible through the online tool called Skedula that allows sending of messages and letters to parents in the language they have designated they want to be communicated in. In the case of other activities where this tool is not possible, we designate bilingual speaking staff members in the building that can aid in the conversation between staff and parents or we will use the Interpretation Unit as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In times of need, we first look for staff members that can support the in-school conversations. In the event, this is not possible, over the phone translations would be used via the Translation and Interpretation Unit

Part D: Training Staff on Policies and Procedures

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

Training of staff occurs through emails and time taken out of the Professional Development sessions that occur weekly. In addition, through google documents, these guides are stored for staff members to refer to anytime they need.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In addition, we use the online tool called Skedula to send notification to parents in their translated preferred language.

Part F: Monitoring and Quality Control

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

Feedback will be gotten in the form of parent surveys both written and orally.