



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM CULLEN BRYANT HIGH SCHOOL

DBN : 30Q445

PRINCIPAL: NAMITA DWARKA EMAIL: NDWARKA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Namita Dwarka	*Principal or Designee	
Sam Lazarus	*UFT Chapter Leader or Designee	
Doreen Lopez	*PA/PTA President or Designated Co-President	
Anna K	DC 37 Representative, if applicable	
John Strav Sotiria	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Lefton	Member/UFT	
Phoebe Tuite	Member/UFT	
Maria Hernandez	Member/ Parent	
Anna Balash	Member/ Chair	
Lisa Diaz-Rodriguez	Member/CSA	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Goal #1: English Department

By June 2012, there will be a 3% increase in the ELA Regents results, of all students scoring a 75 or better, as compared with 2010-11 data (83% of general education students scored a 65/above). Strategies will focus on specific literacy/literature skills in alignment with *The New Core Curriculum State Standards* & the *New English Regents Examination*. We will collaborate with ISS, ESL and other content area teachers to target academic needs of special subgroups (Black, Hispanic, Students with Disabilities and English Language Learners), in order to meet our 85% NYSED/AYP target for the school year 2012.

Goal #2:

By June 2012, at least 85% of students will engage in informational/nonfiction reading and writing. Research and presentation skills, will be scaffolded in alignment with *The College and Career Readiness* and *The New York State Core Curriculum Learning Standards*. At least 80% of 9th GRADE STUDENTS WILL ENGAGE IN ONE LITERACY TASK IN THE FALL AND ONE IN THE SPRING using informational texts to write opinions and arguments.

Goal #3:

We looked closely at last year's passing percentages we will be comparing them to this year's passing percentages. At the end of last year, 75.61% of ELA/ESL students passed their classes with a 65% or above. A comparison was already made of this year's 1st Marking Period Scholarship Report to last year's in order to identify low passing percentages in each English class.

Comprehensive needs assessment

- In English, we took a close look at the *New York State School Accountability Report* (2010-2011) and we did not make AYP target in the following subgroups: Black (PI 153), Hispanic (PI 163), Students with Disabilities (PI 103) and English Language Learners (PI 142). In addition, based on the *NYC Progress Report* (2010-2011), we've identified that that Weighted Regents Pass Rate for English was 1.29 and we earned 3.13 points for students at the lowest performance level. *PI=Performance Index
- According to the new *CCLS* and on the *Citywide Instructional Expectations for 2011-2012*, students have to focus on a plethora of non-informational texts. In other words, students need to be able to "complete a task that asks them to read and analyze informational texts and write opinions and arguments in response." This task will be embedded in our Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English Language Learners. Based on work in their teams, teachers have looked and will continue to look closely at resulting student work based on Baseline Assessments, Common Midterm and Final Exams and Acuity Assessments. They have decided that they will use rich performance tasks as a vehicle for examining this work, and will determine how to readjust teacher practices in their Inquiry Teams to move students to a higher level.
- By June 2012, the Assistant Principal of ELA will meet with every teacher to go over passing percentages of the Scholarship Report, in their classes every marking period. Interventions/and AIS will be discussed and implemented by teachers. For example, all teachers will be expected to target students who need assistance in passing their classes and will tutor them during their C6 assignments. All teachers will keep a Contact Log, to reach out to parents/guardians and inform them of students' progress. Teachers will also have an Incentive Program to

improve attendance/homework and will emphasize/promote Saturday Academy Tutoring. Using the Danielson Model, teachers will begin to differentiate instruction in the classroom for individual students. For at-risk students who are failing/have missing ELA credit, students will be allowed to make up work and accumulate missing credit through APEX, (online throughout the year) PM school and Remedial College Now classes (two times a week).

Instructional strategies/activities

- By June 2012, we will identify all students in the lowest third, who need to pass the English Regents Exam with a 65/or above. Data will be disaggregated to identify these students. Teachers will then work in their (9th grade, 10th grade, 11th grade and 12th grade) Inquiry Teams to examine student work for patterns and trends starting with Baseline assessments, in order to determine (individual) student needs. English staff and librarians will research new (testing) strategies in their Inquiry Teams, every Friday for an hour. Teachers will test out/utilize new strategies and engage in intervisitations with a focus on new instructional strategies. All lesson plans will be aligned with the new CCLS and new ELA Regents Examination and revisions will be made throughout the year while assessing and monitoring students to determine success. All students taking the ELA Regents will be encouraged to attend Saturday Academy and tutoring during/after school. In addition, teachers will review present Regent Prep curricula in their grade teams especially for students in the E5R and E7R classes. They will integrate thinking and writing skills needed for the English Language Arts Regents into their daily instruction. We will also revamp/expand our book list with more multicultural (and nonfiction) texts to meet the cultural needs of students. The ELA Assistant Principal will meet with ELA teachers on a regular basis to review and implement Regents instruction. Regents testing strategies, such as Kaplan, will help improve student performance on the English Regents Exam.
- Lehman Writing Project workshop series will be held after school to assist 9th grade teachers in this endeavor. Lehman Writing consultants will be at Bryant on a weekly basis, visiting classes and working with teachers on specific strategies/curriculum materials focusing on non-informational literacy tasks. The ELA Department will work closely with these consultants and our librarians to make decisions on resources/materials needed to expand our non-fictional book list. There will also be additional Professional Development on using Differentiated Practices inside (on Fridays) and outside the school. Special guests will be invited and best practices will be shared by staff. Overall, teachers will engage students in the principles of guided effective writing. For example, students will explore writing as a process with an emphasis on composing, revising assessment and publication. Students will share writing in peer response and discussion groups, examine research and adapt specific activities to develop and share their own successful writing practices.

Strategies to increase parental involvement

- There will be an on-going dialogue between parents and teachers via the following: Progress reports/letters will be mailed home, teachers will call the homes of students who are at-risk of failing their classes each marking period. A “Contact Log” will be kept by each teacher as evidence. Parents will be mailed translated letters to inform them of tutoring and services that are available for ELA Regents Prep. This information will also be posted on the school website at www.wcbryanthhs.org.
- Non fictional reading will be promoted for example, by having every students keep a required Reading Log. A Book Fair will also be held in December highlighting non fictional books/materials. Parents and the community will be invited on Parents’ Night; the Parent Coordinator will be involved in this endeavor and will send out letters to publicize this event. In addition, two Journalism classes will contribute articles to our school newspaper *The Clipper* (published four times a year). Journalism students will compete against other schools for best newspaper articles citywide.

- Parents will be informed via report cards and department Progress Report Letters of student performance. Guidance Counselors and teachers will also inform parents of all aforementioned AIS available in the building (see *Instructional strategies/activities*). Meetings with parents will be conducted during Parent-Teacher Conferences (once in the fall and once in the spring) and throughout the year, as issues arise. Deans and/or Guidance Counselors will be apprised of issues that are disciplinary or centered on truancy (lateness, cutting).

Strategies for attracting Highly Qualified Teachers (HQT)

When hiring teachers, be thorough and follow several steps: 1) review resume, 2) hold initial interview (if possible, with a staff member), 3) make calls to cited references, 4) set up demo lessons, 5) get feedback from staff and students regarding demo lesson, 6) set up follow-up interview with Principal, 7) review teacher artifacts and portfolio, 8) follow-up demo lesson for Principal
All teachers will be highly qualified in their subject areas as required by NYSED.

Service and program coordination:

- Services will be offered through tutoring, Regents Prep classes and Saturday Academy. The ELA, ESL and ISS will all coordinate in order to achieve stated goal. Inquiry Team Meetings, The Lehman New York City Writing Project and other professional development workshops will be offered to help facilitate program integration across the discipline.
- Coordination will be between ELA teachers as well as guidance counselors and the Data Specialist to help interpret test scores and passing percentages as they relate to the subgroups.

Budget and resources alignment

Title III, FSF as well as tax levy monies will be utilized to fund these programs.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: English Language Learners

By June 2012, there will be an increase in the passing percentage of ELLs meeting the graduation standard of 65% on the ELA Regents by 10%

- By June 2012, there will be an increase the number of ELLs who meet AMAO1, the language acquisition progress of ELLs within or between levels of the NYSESLAT, and AMAO2, overall proficiency, by 10% in order to meet required NYS / US Department of Education goals.
- By June 2012, teachers will engage in interdisciplinary inquiry in order to improve academic language of ELLs and share best practices in order to increase ESL students' course pass rate by 10% by end of semester.

Comprehensive needs assessment

- The 2010-2011 NYC Progress Report indicated the need for the ELL and Latino subgroups to make AYP. The performance index of 142 did not meet the test performance criterion of 168 (effective AMO) or 148 Safe Harbor target. The standard required for graduation is now 65% on ELA Regents for all students including ELLs. In June 2011, 35% of ELLs taking exam scored 65% or higher with an additional 23% scoring 55% - 64%. The previous ELA Regents exam item analysis of June 2011 indicates ELLs need skill improvement in all parts of exam; multiple choice as well as paragraph questions 26 and 27 and critical lens essay question 28. The data of ELL students who are in the lowest third and who are not on track to graduate was disseminated to teachers and utilized to plan instruction and monitor students.
- The percentage of students who must meet AMAO increases each year. The 2010-11 data indicated that Bryant HS had attained 63.8% for AMAO1, slightly exceeding the target of 63.2% as per NYS / US ED, and had also attained 21.43% for AMAO2, exceeding the target of 12.4% as per NYS / US ED. ELLs must continue to make progress towards English language proficiency in 2014 as per US DOE NCLB guidelines.
- The first marking period scholarship reports indicated at risk ELLs (30%) failing ESL and content areas due to lack of basic skills and academic language development. The Social Studies Global History Regents results (40% pass rate) for ELLs indicate the need for language development to enable students to write DBQ and thematic essays in English.

Instructional strategies/activities

- The Teacher Inquiry Groups have identified specific needs of B, I, A levels of ELLs and planned a variety of strategies. The teachers share effective practices as evidenced by FFT Danielson rubric. They are also examining curricula to modify as per students' needs and beginning work on curricular mapping by levels. They are designing essential questions to relate topics and develop critical thinking skills. In addition, they are increasing alignment of curricula with CCSS to include non-fiction readings in all levels in order to stress identification of main ideas and citation of supporting evidence as well as develop writing activities that utilize evidence to support and develop written arguments. They are implementing improved Achieve3000 Internet based differentiated reading program software twice weekly in all intermediate and higher level courses. The goal is to increase accuracy on multiple choice answers, develop reading comprehension skills and utilize thought questions to highlight main ideas and supporting details of non-fiction readings. This year, teachers of specific Regents cohort classes, L3GEP, L4CEP and L9RP will implement Write

to Learn summary and essay writing software twice weekly to improve students' writing skills.

- After attending OELL workshop, we received and will implement the data planning tool using NYSESLAT data as per the RNMR report to identify progress of each student in every teacher's class. The teachers will identify each student's need for attaining growth in specific language acquisition skills. They will plan student groups and L, S, R, W, lesson activities as needed to increase students' specific skill development. We have disseminated practice LAT like tests and tasks for student practice in class. We use Teacher Inquiry Groups to identify and share effective practices as per the QR and FFT rubric. The ESL teachers can inform other teachers of ELLs of students' needs to augment development of skills via inquiry. In addition, we assign students to tutoring or Saturday Academy to hone specific needed skills.
- The teachers identified struggling students in both ESL and Social Studies classes. The teachers are examining subject materials to determine the basic skill and academic language required for test taking, reading comprehension and writing. The AP conferences with SS teachers to discuss language needs of ELLs in history classes and subsequent needed strategies in alignment with Danielson's FFT. The teachers are designing assignments with awareness of language demands of tasks, materials and tests. Dictionaries have been purchased and the teachers will maintain them on hand for all classes and encourage the use of reference material. During collaborative Inquiry sessions, the teachers share strategies. Social Studies teachers utilize handouts that all ESL students receive to use as reference in SS classes. The Social Studies teachers bought and are utilizing (boxed) differentiated reading materials for ELLs for a variety of topics in Global and American history classes. The ESL teachers incorporate language deconstruction / reconstruction activities to facilitate students' comprehension of difficult DBQ questions in SS courses. Students are assigned to Saturday Academy and weekday tutoring.

Strategies to increase parental involvement

- Parents will be informed via report cards and department Progress Report Letters of student performance. Guidance Counselors and teachers will also inform parents of all aforementioned AIS available in the building (see *Instructional strategies/activities*). Meetings with parents will be conducted during Parent-Teacher Conferences (once in the fall and once in the spring) and throughout the year. Deans and/or Guidance Counselors will be apprised of issues that are disciplinary or centered on truancy (lateness, cutting).

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers will be highly qualified in their subject areas as required by NYSED. When hiring teachers, be thorough and follow several steps: 1) review resume, 2) hold initial interview (if possible, with a staff member), 3) make calls to cited references, 4) set up demo lessons, 5) get feedback from staff and students regarding demo lesson, 6) set up follow-up interview with Principal, 7) review teacher artifacts and portfolio, 8) follow-up demo lesson for Principal

Service and program coordination

- Program all students in cohort for special level appropriate ELL Regents courses that target skills needed to read and write as required by ELA Regents: L3GEP, L4CEP, L5P, L6P, L7P, L9RP.
- Create Inquiry groups that target needs of cohort students to identify needed strategies

- Maximize ESL computer lab schedule to allow classes to participate in Achieve3000 and Write to Learn essay writing software.
- Schedule PD for teachers to attend to enable effective ongoing usage of both programs.
- Assign students to Saturday Academy Regents practice class.
- AP ESL and Data specialist download and disaggregate RNMR as per class lists
- Disseminate data to teachers
- PD for teachers to interpret and incorporate data into their long term and immediate unit and lesson planning
- Monitor students' grades every marking period
- Monitor ELL scholarship reports every marking period
- Schedule interdisciplinary sessions for teachers
- Schedule conferences with teachers and AP
- Monitor attendance of at risk students via ATS

Budget and resources alignment

- Attend DOE training for AMAO tool implementation and usage – turnkey and disseminate results (AP ESL and Teachers)
- Title III Saturday Academy and Weekday Tutoring
- Achieve3000 – CORE Curriculum
- Write to Learn – Central DOE pilot program grant
- Title III Saturday Academy and Weekday Tutoring

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3: Math and Science

Math

- By June 2012, there will be 85% passing percent for all students in grade 12 math classes.
By June 2012, students in Cohort N will attain performance indices meeting/ exceeding AYP AMO or safe harbor targets in all subgroups.

Science

- By June 2012, there will be a 5% increase in the passing percentages for all students in all science disciplines: Living Environment from 78% to 83%; Earth Science from 66% to 71%; Chemistry from 87% to 91%; and Physics from 76% to 81%.
By June 2012, there will be 80% of the science staff use data analysis to identify students in the lowest-third inclusive of ELLS and Students with Disabilities.

Comprehensive needs assessment

Science

- In the 2010-2011 NYC Progress Report, the weighted regents pass rate for science was 1.77. In addition, the school's average regents completion rate is 49.2%. By increasing the passing rate of all science regents, we will help both the weighted regents pass rate for science and the school's average regents completion rate. The two metrics will therefore contribute significantly toward our school overall grade.

Math

Four year graduation rate of 56.5% per NYCDOE 2010-2011 Progress Report

Grade 12 Passing Percentage of 79.97% of Math Courses in June 2011 per School Scholarship Report

Grade 12 Passing Percentage of 75.93% of Math Courses in January 2011 per School Scholarship Report

Instructional strategies/activities

Science

- There will be more teacher collaboration time during the common teacher time allocated as determined by the school wide option. Teachers will target areas of consistent struggles by using data and item analysis. Laboratory lessons will follow the NY State requirements for living environment and the earth science practical. An effective system will be executed to familiarize ELLs, Special needs students, and general education students with the earth science practical. Identify the science department lowest-third, then track their progress on a marking period basis through class scores, class test scores, and attendance. Finally, we will Identify, organized, and contact students by cohort graduating year

and assign appropriate intervention services to ensure they meet NYS graduation requirement. We will plan and change instructional strategies based upon data analysis of student scores on tests, quizzes, assignments, and standardized state tests.

- Teachers will be grouped by content area and will be allotted to time for data assessment. Student progress will be charted periodically (marking periods) to monitor progress.

Math

Student in the 2012 Cohort group that are almost or on track for graduation but have not already earned 6 credits in mathematics will be identified. Students with 2 credits of mathematics to be enrolled in 2 math courses both semesters in order to earn 4 credits will also be identified. Teachers will monitor the progress of these identified students, making increased parental contact and/or involvement of guidance if student is not making satisfactory progress. As needed, students will be given opportunities to re-take examinations or portions of examinations that they have not passed after supplemental instruction/attendance at tutoring during the week/Saturday academy. Teachers will develop and utilize alternative assessments /projects for students to be given additional opportunities to demonstrate proficiency. Teachers will monitor and revise curriculum and instructional strategies to increase percent passing math courses taken by cohort seniors as discussed at teacher team meetings. At the end of January 2012, students in 2012 Cohort (N) that failed math courses needed in order to graduate to be provided with additional credit recovery opportunities: MG31PS (MG31)/ME43/MR31 failures to be enrolled in PM science or corresponding APEX courses (Geometry/Algebra I-B/Algebra II)

Strategies to increase parental involvement

Teachers will contact parents of identified students that are at risk of failing by phone and/or mail. Teachers will maintain a log of parental contacts made. Information regarding availability of tutoring during school and Saturday Academy to be sent by mail and posted on school web-site. Teachers to use Skedula to keep parents informed of student progress between report cards. Math and Science AP to give a parent work shop at a Parent Association Meeting on how parents can support student success in mathematics and science.

Strategies for attracting Highly Qualified Teachers (HQT)

When hiring teachers, be thorough and follow several steps: 1) review resume, 2) hold initial interview (if possible, with a staff member), 3) make calls to cited references, 4) set up demo lessons, 5) get feedback from staff and students regarding demo lesson, 6) set up follow-up interview with Principal, 7) review teacher artifacts and portfolio, 8) follow-up demo lesson for Principal

Service and program coordination

Title IIB Professional Development, CFN Network Support

Budget and resources alignment

- SIG Grant

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4: Social Studies

- By June 2012, there will be an increase in the passing percentage of students meeting the graduation standard of 65% on the Global History and American History Regents exams by 10%.
- By June 2012, there will be an increase of students' accumulation of credits in Social Studies by 10%.
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Comprehensive needs assessment

The 2010 – 2011 NYC Progress Report indicate need for students in ELL, Latino and Black subgroups to improve on Social Studies Regents exams in order to graduate. The standard required for graduation is now 65% on all Regents exams for all students. The ELL / Latino pass rate is 40%. The previous exam item analysis indicates need for skill improvement in addressing DBQs and thematic essays. Lists of students who need to pass the Global and American History Regents exams were compiled and disseminated to teachers and utilized to plan instruction and monitor students.

Instructional strategies/activities:

The Teacher Inquiry Groups have identified specific needs of students in different courses and planned a variety of strategies. The teachers share effective practices as evidenced by FFT Danielson rubric. The teachers are focusing on question development to foster critical thinking skills. They scaffold the writing process activities to include brainstorming, outlining, and proofreading essay drafts with rubrics for DBQs. Teachers are working to increase alignment of state curricula with CCSS to stress identification and connection of main historical events and ideas, increase citation of supporting evidence from documents and outside information, develop scaffolded writing activities that utilize evidence to support and develop written arguments as per DBQs and essays. They are developing common midyear assessments within their courses. Selected teachers (as per course) will incorporate Achieve3000 articles (for ELLs) where appropriate to increase accuracy on multiple choice answers, develop reading comprehension skills and develop writing fluency on related topics. Students are assigned to Saturday Academy Regents practice classes and weekday tutoring sessions.

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Strategies to increase parental involvement

Teachers will contact parents of identified students that are at risk of failing by phone and/or mail. Teachers will to maintain a log of parental contacts m Information regarding availability of tutoring during school and Saturday Academy to be sent by mail and posted on school web-site. Teachers to used skedula to keep parents informed of student progress between report cards.

Strategies for attracting Highly Qualified Teachers (HQT)

When hiring teachers, be thorough and follow several steps: 1) review resume, 2) hold initial interview (if possible, with a staff member), 3) make calls t cited references, 4) set up demo lessons, 5) get feedback from staff and students regarding demo lesson, 6) set up follow-up interview with Principal, 7) review teacher artifacts and portfolio, 8) follow-up demo lesson for Principal

Service and program coordination

- Program all students in cohort for special Global History skills class; program students for American History / Government (plus skills) class.
- Create Inquiry groups that target needs of cohort students to identify needed strategies
- Schedule PD for SS teachers to access Achieve3000 student data and assign relevant articles
- Schedule teachers for different Social Studies courses in Saturday Academy and weekday tutoring

Budget and resources alignment

- NYSTL – texts for courses
- NYC Tax Levy class
- Achieve3000 – CORE Curriculum
- Title III Saturday Academy and Weekday Tutoring

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5: Student Support Services

- 65% of 2008 Cohort including each subgroup will graduate in June 2012. Graduation rate will improve by 10%.
- By June 2012, there will be an increase in the college bound culture in the school through the delivery of college advisement services to ELLs and mainstream struggling subgroups students. The college enrollment will increase by 5%.
- By June 2012, there will be a 10% increase in **all** subgroups of ninth grade students being promoted to the tenth grade.

Instructional Support Services- SWDs

By June 2012, the number of special needs students passing the ELA Regents exam in June 2012 will increase by 5%.

By June 2012, the number of special needs students who accumulate 10 or more credits each year will increase by 10%.

Comprehensive needs assessment

- JIT
- PR
- NYS State Report Card
- CSNAV

Instructional Support Services

According to the 2010-2011 Progress Report for Bryant HS. the school received a score of 1.29 out of a possible 5 in the category citing progress in passing the ELA Regents exam. In order to improve our score, we will have to target various subgroups; one such group is the special needs students (SWDs).

Instructional strategies/activities

- Ongoing analysis of scholarship reports to ensure that students are making progress every marking period.
- Graduation Requirements Conferences will support student and teacher understanding of new learning standards and the graduation requirements for their year of entry to 9th grade. Each student will have a written copy of their progress to date and their requirements needed to graduate. Students will be programmed for smaller classes and referred to tutoring as necessary. Requirements for graduation and promotion policies will be posted and available as handouts. Monthly visitation by guidance counselors to their freshman history classes. Implementation of College Summit curriculum starting with the 9th grade.
- Class workshops in:
 - relating vocational choices and education
 - career planning
- Use technology to develop knowledge of individualized career paths
- Introduce work related self assessment and career counseling services to all students
- Refer students to appropriate vocational programs.

- Counselors will continually monitor students.
- College and Career Awareness
- Hold “College Fair;” Hold Financial Aid Seminar for all students and parents in English and Spanish.
- 12th grade students will receive college informational classes and workshops in English classes and History classes.
- College Fair Trips for mainstream and Latino students
- Distribution of grade appropriate college information at assemblies for all students in grades 9 – 12
- Articulation between College Office and ESL Dept.
- Articulation between College Office and Instructional Support Dept.
- Recruit outside programs that assist students in their application process
- Implement development of College Summit curriculum for ELL population 9-12
- Counselors will work with the college office and the English teachers where the college curriculum is being taught
- All LEP Instructional Support and mainstream students
- More families will participate in college related activities
- 12th grade students will apply to a college of their choice
- 3% increase in mainstream student applications to 4 year colleges
- 3% increase in ESL student applications to year college
- 3% increase in Instructional Support applications to college
- Counselors will monitor the status of the 9th graders by utilizing our data systems (STARS, DATACATION, ARIS, ATS) and then disseminating this information to the stakeholders. Counselors will provide students with the necessary interventions in our to increase their credit accumulation

Instructional Support Services

In order to pass the ELA Regents exam, students will have to improve their listening, reading and writing skills. Strategies to improve writing skills include: teaching the writing process step-by-step with an emphasis on writing and re-writing, the use of essay outlines and essay outline rubrics, practice interpreting quotes by writing paragraphs, identification of literary techniques and literary elements, and creation of essay portfolios. Strategies to improve reading skills include: practice in interpreting reading selections, inference skills, use of context clues, cloze exercises, and an understanding of poetry and its many forms and terms. Strategies to improve listening skills require practice in listening to reading selections, speeches, articles, etc., taking notes, and then answering questions on the content. It would also include instruction in how to take notes. B) Staff and other resources that can be used to implement these strategies are: The NYC Writing Project, NCTE periodicals and webinars, IRA periodicals, www.regentsprep.org and collaboration with the Bryant HS ELA Department. C) The steps taken to include teachers in the use of academic assessments would include discussions at department meetings and staff surveys VIA departmental memos D) The timeline for implementation: December –Review of goals and strategies at departmental meeting, January –ongoing use of specified strategies, January – administration of ELA Regents exam, obtaining results of exam and item analysis report for review, identification of failing/passing students, February – evaluation of strategy effectiveness, revision and addition of alternative strategies, February to May – continuation of work with students, ongoing feedback between staff and administration regarding student progress and use of strategies, instruction targeting areas of poor

performance on ELA exam, June –ELA Regents administration –review of results and item analysis report.

- A). Activities/strategies that will help these students accumulate credits are: continuous parental outreach and communication through mailings and phone calls, parental conferences, student conferences with grade advisor/guidance counselors, registration of students in PM School for credit recovery, tutoring and attendance at Saturday Program to help students with their classwork and studies, making use of APEX online courses for credit recovery, identification of failing students, and use of various class incentives and awards to motivate students to do better. **B)** Staff who can help students in this regard are grade advisor/guidance counselors for consultations, teachers to run PM classes and assist/supervise students in online credit recovery programs, paraprofessionals to assist with departmental mailings, and data specialist to assist with setting up computerized phone calls. **C)** Staff is consulted for assistance in student support on an ongoing basis and routinely provide both academic and emotional support to students throughout the school day. Staff also create solutions and find ways to help students succeed throughout the school year. **D)** 1) Each marking period – tally passing/failing report card results for students, and mail home report cards and letters giving parents necessary information to help students, 2) Halfway point between marking periods – mailings regarding failing students, 3) November through April – scheduled conferences with grade advisor (seniors, juniors, sophomores, freshmen), letter of invitation mailed home to parent, notice of appointment given to students in school 4) January – identification of students and courses for PM School classes in the spring.

Strategies to increase parental involvement

- Parents will be informed every marking period of their child’s status through emails, mailings, phone calls and in-person conferences.
- ISS Department mailings regarding student support services: department tutoring schedule, Saturday Program schedule, availability of SWD teachers at Saturday Pro Ways to increase parental involvement are: 1) repeated mailings to make parents aware of student progress (report cards, progress reports, transcripts, failing marking period letters), 2) continuous mailings to parents regarding academic support services available to students (tutoring, Saturday Program), 3) periodic mailings to parents regarding credit recovery options (PM School, APEX online program) 4) annual mailing of invitations to parents for academic progress conferences gram
-

Strategies for attracting Highly Qualified Teachers (HQT)

When hiring teachers, be thorough and follow several steps: 1) review resume, 2) hold initial interview (if possible, with a staff member), 3) make calls to cited references, 4) set up demo lessons, 5) get feedback from staff and students regarding demo lesson, 6) set up follow-up interview with Principal, 7) review teacher artifacts and portfolio, 8) follow-up demo lesson for Principal

Service and program coordination

-
- Tutoring
- PM School
- Apex Learning
- Skedula

- ARIS Saturday School

Budget and resources alignment

- Title III
- FSF
- SIG Grant

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	450	400	150	75	125	125	30	50
10	479	400	200	200	125	125	30	60
11	165	500	200	200	75	75	30	50
12	164	500	100	200	75	75	30	60

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Peer tutoring will take place in the library and will be conducted by advanced students recruited from Senior/AP classes. Small Group Tutoring and/or One-On-One Tutoring, will take place throughout the school year (September-June), during the school day (periods 1-9) and during teachers' C6 assignments. After school tutoring will also take place, throughout the year, once a week, until 5:00 p.m. depending on funding. PM School will be held twice a week throughout the year. The APEX online program will take place at various times during the day and will be ongoing throughout the year. Continued use of classroom libraries in Ramp Up classes will help promote writing and reading fluency. Level 1/2 students will be referred for the Wilson Program offered by the ISS Department.</p> <p><u>Wilson Reading Program</u> - This program provides instruction in phonics/decoding. Presently, the service is provided to special needs students in their self-contained classes. The students are scheduled directly into the Wilson Reading classes which become part of their daily program.</p> <p><u>REWARDS</u> (Reading Excellence Word Attack Rate Development Skills) This program provides instruction in decoding skills and focus particularly on the use of prefixes and suffixes. These strategies are used in the self-contained classes for the special needs students and are infused into their daily ELA instruction.</p> <p><u>Great Leaps Reading Program</u> – This program is a reading fluency program. The focus is on word recognition and being able to read words/word parts quickly and without hesitation. The program is used with special needs students by assigning students to both teachers and paraprofessionals who work with the students once or twice each week. A record of their progress is kept as well. Time is set aside during ELA or other subject area classes for this work.</p> <p><u>Essay Writing for ELA Regents</u> – An ELA course focusing on essay writing for the ELA Regents exam was created to support special needs students with their writing deficits. Students receive instruction in gathering information, creating essay outlines, writing essay drafts, editing, and proofreading. They also learn to write essays specific to those required for the ELA Regents exam.</p> <p><u>Double Period ELA Classes</u> – Incoming freshmen with an ELA proficiency level of 1 are scheduled for a double period of ELA instruction. For the first period, instruction focuses on</p>

	<p>reading (independent reading is a requirement for part of this period); the second period focuses on writing skills.</p> <p><u>Tutoring</u> - Tutoring is provided during the school day by department teachers of ELA and ESL. Additional tutoring is provided after the school day through Title III funding by the department ESL teacher.</p> <p><u>Saturday Program</u> – Instruction for special needs students is provided each Saturday at the Saturday Program by Instructional Support Services teachers.</p>
<p>Mathematics</p>	<p><u>Double Period Mathematics Classes</u> – Incoming freshmen with a mathematics proficiency level of 1 are scheduled for a double period of mathematics instruction so students can receive the additional time on task for this instruction.</p> <p><u>Two-Year Algebra Sequence</u> – Special needs students in self-contained classes receive instruction in Algebra for two complete years. This strategy provides the time for additional instruction and practice to help students improve their mathematics skills so they can pass the Integrated Algebra Regents exam.</p> <p><u>Great Leaps in Mathematics Oral Calculation</u> – This is a mathematics fluency and skill building program which runs students through the basic mathematics facts of addition, subtraction, multiplication and division. It is used on a one-on-one basis, either student-to-student, teacher-to-student or paraprofessional-to-student, to help the students learn these basic mathematics facts through repetition and practice.</p> <p><u>Tutoring</u> – Tutoring is provided during the school day by department teachers of mathematics.</p> <p><u>Saturday Program</u> – Instruction for special needs students is provided each Saturday at the Saturday Program by Instructional Support Services teachers</p>
<p>Science</p>	<p>After school tutoring, earth science practical preparation ,Saturday Academy ,ELLS ,SPECIAL NEEDS, REGULAR ED.Literacy program on Saturday in content areas with college aides, Makeup laboratory work, virtual labs ,in school tutoring.</p> <p><u>Fundamental of Science Course</u> – This course was created to assist those students who have previously failed the Science RCT exam. These students receive instruction in facts and concepts from both Living Environment and Earth Science coursework. The three areas focused on in the Science RCT (physical science, earth science, life science) are all focused on in this course. A supplemental focus of the course is to strengthen students’ verbalization skills – being able to explain their answers, observations or understandings of material covered.</p> <p><u>Tutoring</u> – Tutoring is provided during the school day by department teachers of science.</p> <p><u>Saturday Program</u> – Instruction for special needs students is provided each Saturday at the Saturday Program by Instructional Support Services teachers.</p>

<p>Social Studies</p>	<p>Special History classes for Global History and American History Regents preparation daily during day; PM school courses in Global History and American History twice weekly after school; Saturday Academy; weekday tutoring during and after school; small group conferencing in class; monitoring of at risk students via home contact by phone and letter</p> <p><u>Essay Writing for Social Studies</u> –This course was created to assist special needs students in writing essays for both the Global Studies and U.S. History Regents exams. To pass these exams, students need a) to remember content and concepts, and b) to be able to organize their thoughts and write essays presenting those thoughts. Special needs students need guided instruction in these areas. This course focuses on these skills and also on the content covered in both social studies courses.</p> <p><u>Tutoring-</u> Tutoring is provided during the school day by department teachers of social studies.</p> <p><u>Saturday Program</u> – Instruction for special needs students is provided each Saturday at the Saturday Program by Instructional Support Services teachers</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>A large number of mailings are done every year for special needs students through the ISS Department. These mailings are also formally logged in individual student home contact logs kept in the ISS Department office. The mailings are done to keep parents up-to-date as to student progress, available support services, and school events. The annual mailings are as follows: six report cards mailings with a letter attached including information about academic assistance, six IEP progress report mailings as to IEP goal progress, two updated transcript mailings, one DYSA mailing, one introductory transition information mailing, one invitation to annual Career Day event, one invitation to annual Awards Assembly event, 2-3 mailings regarding school schedules, mailings for Regents passes and Regents results, mailing of student IEP, mailings for tutoring schedule, Saturday Program, mailing of vocational parent interview, ongoing mailings regarding attendance in subject area classes, and ongoing mailings notifying parents of possible failing grades in subject areas classes.</p> <p>There are also mailings inviting parents to conferences for their child based on their grade level: senior, junior, sophomore and freshmen conferences. Letters are sent inviting the parents and notices are given to students as well.</p> <p>Guidance counselors provide mandated counseling services to approximately 190 students on a weekly basis as per the students’ IEP mandates.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>) The School Psychologist conferences with parents and students on a weekly basis through Educational Planning Conferences. Each school year, from 100-150 EPC’s are held for special needs students. Parents receive specific, current academic information on their child’s abilities, strengths, weaknesses, school progress and more. Input from the students’ teachers and related service providers are given by attending staff members.</p> <p>2) The School Psychologist holds MDR’s (Manifestation Determination Reviews) for students</p>

	<p>who have been suspended and removed from their school program for extended periods of time. These meetings provide guidance and assistance to parents and students as the student's school records and services are reviewed. Also, those staff members most involved in the students' academic life attend these meetings and provide valuable information and insight into the student's present academic situation.</p> <p>3) The School Psychologist assists students in crisis on an as-needed basis throughout the school year. This support helps redirect students, guides them, and gives them a better focus on important items in the students' personal and academic lives so they can function better in school.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The school social worker provides many services to the students at Bryant HS. Some of these services are: providing both at-risk and mandated counseling services, attending EPC and annual review conferences, conducting social history interviews, doing intake for initial cases, providing crisis intervention, and consulting with parents/students/staff. All these services help improve the students' social-emotional well-being thereby allowing them to focus more on their work and succeed academically</p>
<p>At-risk Health-related Services</p>	<p>Special needs students take health courses and learn about social, emotional, and physical health issues. Students also receive mandated and at-risk counseling services wherein they discuss many issues related to their health.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

Response Plan for SINI Schools

Bryant HS 30Q445 Part A

What the school needs to improve	Response from the school
<p>Improve curriculum design to more closely align tasks to key standards and higher order thinking skills and to provide differentiated scaffolds so that all students are challenged and engaged across grades and subject areas.</p>	<p>We have selected a teacher from all the subjects which comprise, together with APs from every department and the Principal, the Instructional Leadership Team. The instructional leadership team will be professional developed to learn Curriculum Mapping by Rubicon ATLAS. Their knowledge and skills will be turn-keyed to all the staff at Department meetings.</p> <p>At staff meetings, the meaning of RIGOR was discussed and evidence of rigor in instruction will be shown in departments meetings and staff faculty meetings. DOK chart was provided as a tool to help teachers understand the level of questioning.</p>
<p>Strengthen the depth of assessment analysis to improve identification of key needs required for effective academic intervention.</p>	<p>Item Analysis of all regents' exams was provided to all teachers sorted and filtered by subgroup. These data are being used to modify instruction by subgroup need and individual student needs.</p> <p>Regent exam scores are being analyzed for students who continue to fail exams in order to provide and individual intervention plan.</p>
<p>Design tools that allow facile manipulation of data to identify key results and trends to inform strategic instructional and curricular interventions.</p>	<p>NYC Full progress to graduation tracker was modified to school's needs and data was distributed to all teachers showing the status of all students towards graduation in terms of their progress toward meeting their requirements for regents, credit accumulation by course, and overall status.</p>
<p>Improve performance evaluation to ensure ongoing feedback and differentiated support to elevate school-wide pedagogical practice.</p>	<p>Instructional APs have been trained to use and look for evidence of effective instruction using Danielson's Framework. Full observation reports are posted in ARIS LEARN, where staff is able to see their results and useful videos, documents, and rubrics are provided to improve their instruction.</p>

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen / Jie Zhang	District 30	Borough Queens	School Number 445
School Name William Cullen Bryant High School			

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

Principal Namita Dwarka	Assistant Principal Lucille Virzi, AP ESL
Coach Adam Tanalski, AP Science	Coach Sonia Buszwatiuk, AP Math
ESL Teacher Christina Halicos	Guidance Counselor Lourdes Cuesta, AP PPS
Teacher/Subject Area Marisa DiLuciano, History	Parent Doreen Lopez
Teacher/Subject Area	Parent Coordinator Nancy Alvarez
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	12	Number of certified bilingual teachers	9	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	18	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3055	Total Number of ELLs	523	ELLs as share of total student population (%)	17.12%
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Part II: ELL Identification Process

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

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

1./2. (FYI - Bryant HS has a bilingual Assistant Principal of ESL, Bilingual LAB / BESIS Coordinators and bilingual ESL Dept. aide who together oversee, monitor and ensure delivery of instruction and services for ELLs. There is a bilingual APPPS, bilingual pupil admissions secretary and bilingual guidance counselors.) Parents of students new to NYC complete HLIS upon registration and receive information about the ESL / Bilingual programs at registration in the ESL office from bilingual staff and students. Parents receive HLS and parent survey choice forms in their languages which they complete and return. Parents receive an individual interview/ orientation (can watch the DVD) to the ELL program and HS at registration in native language from AP ESL (Spanish); LAB coordinator in Spanish and Greek; aide in Spanish; bilingual ESL teachers in Chinese, Korean, Greek; NLA teachers in Spanish, French, Italian; bilingual paras in Hindi, Urdu, Bengali, Arabic and /or student translators in other languages as needed by parents. Longer, official Parent Orientation sessions are given during the year by ESL AP that explain the ESL program, HS course and regent exam requirements and college information. Bilingual paras, teachers and students assist as needed. Parents are informed orally (with translators) and by translated letter of the orientation sessions. All students are given an informal interview and written placement test upon registration. An ESL Department intake form records all information. Students are formally LAB-R tested (and also given the Spanish LAB) by ESL LAB Coordinator within the ten days and programmed according to results and parent choice. Teachers receive annual training in administration and scoring of the LAT. ATS reports (RLER) are used to identify all entitled students who are administered all four parts of the NYSESLAT by ESL teachers within their ESL classes and / or by LAB Coordinator. LAB Coordinator prepares and monitors the test along with AP ESL. Each subtest is prepared in a separate folder with instructions and a roster for each class for each teacher. Tests are administered according to a schedule, are monitored and are signed out and signed back in to the ESL Office.

3. / 4. AP ESL compiles an updated in house translation list of staff (and students) who speak the various languages of the students. The list is disseminated to all school offices to enable translation for parents as needed. All students that do not pass the LAT receive (different language) continued entitlement letters in their ESL classes upon returning in September. Letters are collected and checked by the ESL teacher, turned into the ESL office, checked by the ESL aide and then maintained on file in ESL office (AP ESL & LAB Coordinator). Parents who opt their children out of TBE (from the previous year) may do so at this time (beginning of September) and students' programs are changed accordingly by the program office staff who receive guidelines and training from the ESL AP.

Bilingual and ESL content area classes have specific code designations. Parents are given information including parent survey forms in their native language (with translators as needed) at registration (see #1). Parent survey forms are maintained on file in the ESL office by BESIS Coordinator. New students are programmed into TBE or Free Standing ESL as per the parents choice survey at registration.

5. / 6. The growing trend among parents of ELL students is towards the Free Standing ESL program as indicated by the parent choice surveys at registration. Parents have continued to opt their children out of bilingual classes (beg, of Sept.), insisting that the students have content courses in English. There has been an increase in ESL content classes in history, science and math and a decrease in bilingual ones. (FYI - Students are not pulled from one program to another. Parents of students who continue being entitled opt out once at the beginning of September upon receiving continued entitlement letter.)

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										4	6	2	2	14
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	10	7	4	28
Push-In														0
Total	0	0	0	0	0	0	0	0	0	11	16	9	6	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	523	Newcomers (ELLs receiving service 0-3 years)	277	Special Education	31
SIFE	90	ELLs receiving service 4-6 years	90	Long-Term (completed 6 years)	64

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	70	28	0	20	6	0	5	0	0	95
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	207	22	5	109	19	24	112	5	66	428
Total	277	50	5	129	25	24	117	5	66	523

Number of ELLs in a TBE program who are in alternate placement: 15

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										36	32	9	18	95
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	36	32	9	18	95								

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										83	47	33	24	187
Chinese										9	11	1	5	26
Russian										0	0	0	0	0
Bengali										16	14	13	12	55
Urdu										6	6	7	4	23
Arabic										11	4	9	4	28
Haitian										0	0	0	1	1
French										0	1	1	0	2
Korean										2	0	0	0	2
Punjabi										4	5	1	3	13
Polish										0	0	1	0	1
Albanian										0	0	1	0	1
Other										23	24	22	20	89
TOTAL	0	0	0	0	0	0	0	0	0	154	112	89	73	428

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. According to parent choice, student enrollment, scholarship and test results, ESL, NLA and bilingual content area or free standing ESL content area classes are created in the master schedule and offered to ELLs (plus PE and electives). All courses are departmentalized and all students are programmed to meet state graduation course and testing requirements individually. ELLs are programmed homogeneously into ESL courses as per their level via individual progress and data (coursework/LAT/ regents /cohort). There are transitional bilingual Spanish content area courses in Social Studies, Science and mathematics along with Native Language Arts as well as free standing ESL content area courses. Students are programmed according to NYS requirements and their interests. Content area classes are heterogeneous. There are special needs ELLs in self contained, CTT, and resource room classes programmed according to their level. Bilingual special ed. ELLs receive support from bilingual paras.

2. Bryant complies with mandated units of study. All class periods are 46 minutes long daily. Beginner ELLs receive three periods daily (138 minutes daily) of ESL, intermediates receive two periods daily (92 minutes daily) and advanced ELLs receive one period of ESL (46 minutes daily) and also one period of ELA (46 minutes daily) (for ELLs) daily. All students receive every subject every day. Students in bilingual program receive NLA 46 minutes daily. All subject departments and chairpersons, guidance counselors and Program Office staff are apprised of mandates for ELLs. All departments follow NYS curricula. All teachers have access to ARIS, LAT scores and students' standardized test scores.

3. All teachers are certified in their areas: ESL, NLA, Content Areas. Bilingual science, math and social studies teachers deliver instruction in Spanish and English according to students' needs / levels. There are texts in both languages. Teachers of ELLs have been trained in QTEL, and ELL strategies. ESL content area teachers also incorporate translation dictionaries, cross (ESL) level pairing, language pairing, vocabulary strategies, academic language practices and a variety of texts.

4. Teachers of NLA and bilingual classes are fluent in the native language and assess students accordingly. Students may also receive Regents exams in their native language where available. Students use translation dictionaries or glossaries.

5. There are various ESL and content area courses for different subgroups. Bryant offers ten levels of ESL courses to meet students' needs. All intermediate (and higher) level ESL courses benefit from the Achieve3000 differentiated reading program.

a. SIFE students may receive a triple period of literacy or two to three periods of low intermediate or high beginner ESL courses that offer extensive skill development depending upon students' level and needs. Additionally, there are foundational science courses and double period math classes for SIFE ELLs.

b. Newcomers are programmed as per their assessed ability, grade and transcript evaluation. There are beginner, high beginner and low intermediate courses. In addition to advanced Regents Prep classes, there is a special intermediate level course for newcomer students in the cohort who must sit for the English Regents.

c. ELLs 4-6 years are offered intense reading and writing in the high intermediate and low advanced level Regents preparation courses. In

A. Programming and Scheduling Information

addition to Achieve3000, most of these ELLs will benefit from a new internet based Write to Learn writing program.

d. Long Term ELLs are programmed for special (ISS) and high advanced Regents preparation courses that target reading comprehension and scaffold the writing process and include a variety of text complexities.

There is a variety of courses on each level (B,I,A) that offer students help in the different modalities depending upon their needs, years here and levels as per years of service, LAT and regents results / requirements. All students are targeted for the Saturday Academy. Attendance is monitored.

6. Teachers of ELLs - SWD group them homogenously and by language, incorporate realia, technology, e.g. SMART board, power point visuals, Internet research, scaffold tasks according to individual students, conference one to one, use the Wilson reading program and create a variety of teacher adapted resource materials in addition to required HS course texts.

7. Extra an Co-curricular events are scheduled after school and are advertised throughout the school community to enable all students to attend. The sports, clubs, theatre, music, dance, art and student government activities are open to all students who wish to try out / attend them. Courses are scheduled throughout the day to meet all students' instructional needs. Library is open to all students all day.

PLEASE SEE BELOW FOR # ESL, BILINGUAL AND FREE STANDING CONTENT AREA CLASSES. CLASSES ARE LISTED BY COURSE NOT GRADE AS PER STUDENTS' NEEDS! (Number classes listed in Part III A. Program Breakdown, are only content area classes.)

Classes for English Language Learners at Bryant HS Fall 2011 – Spring 2012

English as a Second Language: ESL: Beginner, Intermediate, Advanced 26 Classes

	(3 pds.)	(2 pds.)	(1 pd.)	
English Language Arts for ESL: Advanced (Part 154)				10 Classes
ISS Self-Contained Free Standing ESL				3 Classes
Native Language Arts: Spanish, Greek				10 + 2 Classes
Mathematics:				(Total 13 classes)
Bilingual Classes (N)				4 Classes
ESL Classes (Q)				9 Classes
Social Studies:				(Total 14 Classes)
Global Studies – Bilingual Spanish (N)				1 Class
Global Studies – ESL (Q)				3 Classes
US History – Bilingual Spanish (N)				3 Classes
US History – ESL (Q)				4 Classes
Participation in Government – Bilingual Spanish (N)				1 Class
Participation in Government – ESL (Q)				2 Classes
Science:				(Total 15 Classes)
Earth Science – Bilingual Spanish (N)				2 Classes
Earth Science – ESL (Q)				3 Classes
Living Environment – Bilingual Spanish (N)				3 Classes
Living Environment – ESL (Q)				4 Classes
Foundations of Science – Bilingual Spanish (N)				1 Class
Foundations of Science – ESL (Q)				2 Classes

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

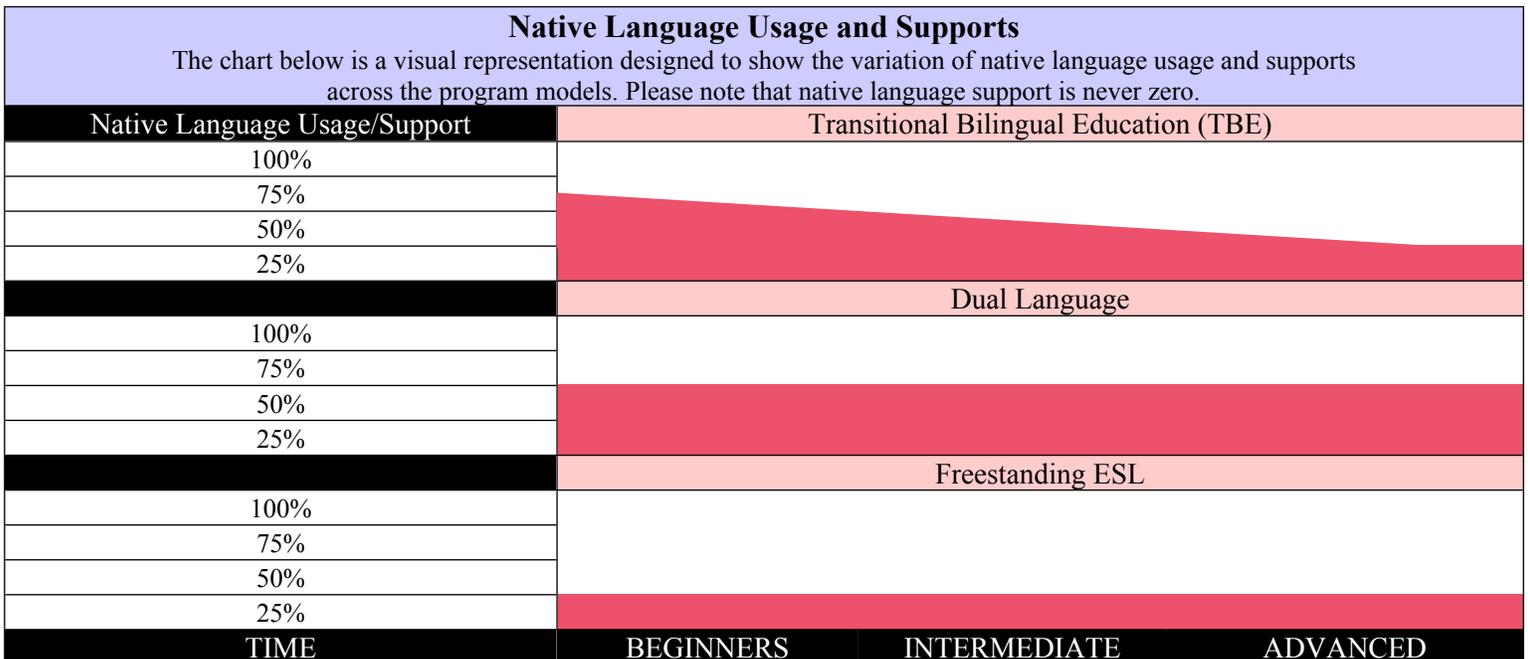
Class/Content Area

Language(s) of Instruction

Native Language Arts	Spanish only
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

B. Programming and Scheduling Information--Continued

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

8. There are bilingual and Free Standing ESL content area classes. All ELLs are assessed in math upon entry to Bryant and may be programmed for double period courses as needed (Spanish and Free Standing ESL). There is math tutoring throughout the day and history, ESL and science tutoring after school in addition to an extensive Title III Saturday Academy in the five major subjects.
9. Lists of Former ELLs are created and disseminated to all departments, guidance and testing coordinator. Students are afforded all testing accommodations of extended time, use of translation dictionaries and third reading of ELA Regents Part I. F-ELLs attend Saturday Academy and weekday tutoring and receive individual support from ESL department as needed. Former ELLs may be programmed for a double period ELA or math course as per needs.
10. Write to Learn Program will be piloted for the intermediate level Regents prep courses. Teachers are re-examining curriculum to incorporate more non-fiction texts and essential questions.
11. (N/A)
12. All ELLs are part of the entire school community and have classes throughout the building. Art, music, computer and PE classes are heterogeneous with mainstream. Students participate in assemblies, sports, clubs, festivals, plays, music, art, honor societies, student government and other special programs. (See #8) There is a Title III program. Students may attend Saturday Academy and weekday tutoring programs. All newly admitted and articulated (from IS) ELLs are invited to the Title III summer academy wherein they take ESL, Science and Math in preparation for HS level work.
13. ESL has its own computer lab for Achieve3000 and Write to Learn. Achieve3000 is available in Spanish to students participating in the program. Content Area (science and math) teachers access data. e.g. reading levels and assign / utilize Achieve3000 articles in both Spanish and English. Students use a variety of texts. Teachers have access to SMART boards. Content area courses have texts and materials in Spanish. Students have access to translation dictionaries. Library offers books in many languages.
14. ELLs in the bilingual program receive one (46 minutes) period daily of NLA. There are four levels of NLA. Students are assessed in NLA skills and programmed accordingly. Bilingual content area teachers follow a progressive Native Language / English continuum from 75%/25% to 25%/75% over the course of the year.
15. All services and resources are high school level appropriate. Academic materials are high school level (ages 14 - 19 years) as per NYS Regents exams and CCSS as per course and grade level. Materials are scaffolded to meet student needs.
16. New ELLs are invited to attend orientation sessions. All recently arrived and incoming ELL freshmen receive a written invitation to attend a Title III summer program that offers classes and credit in ESL, HS science (Living Environment) and HS math (algebra).
17. ELLs may elect Spanish, French, German or Italian language courses.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1./ 3. ESL, Social Studies and Science teachers receive yearly training in the use of Achieve3000 reading program's newest features. Students' reading lexiles and progress will be shared amongst all ESL / content area teachers. ESL teachers will receive PD in Write to Learn writing program before implementation. ESL / ELA Teachers are trained in the administration and scoring of the NYSESLAT and ELA Regents exams every year. ESL AP & ESL teachers collaborate with content area teachers of ELLs to develop and share best practices focusing on academic language development in all subjects, e.g. strengthening vocabulary and writing skills as required in the different subject areas. Teachers of ELLs have been Q-TEL trained and have also received 7.5 hour training; e.g. compliance, entitlements, vocabulary / reading strategies, etc. ESL teachers align curricula and course lessons with new CCR core standards. ESL teachers develop lessons in alignment with new ELA Regents exam. ESL AP disseminates and trains other APs of Science, Social Studies, Math and Pupil Personnel services who turnkey other staff members including other teachers, guidance counselors, paras, aides, secretaries and psychologist / social worker. AP ESL disseminates information regarding ELLs and conducts training during the year for teachers of ELLs as well as guidance department, program and admissions office staff as needed.

2. . New ELLs are invited to attend orientation sessions. All recently arrived and incoming ELL freshmen receive a written invitation in June to attend a Title III summer program at Bryant that offers classes in ESL, HS science (Living Environment) and HS math (algebra).

E. Parental Involvement

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

Correspondence is sent to parents in different languages. A school (language) specific translation personnel list is compiled and disseminated schoolwide so that oral communication is enabled for parents who do not speak English. Teachers of ELLs send letters in different languages. Orientation meetings for parents of ELLs are held with translators that explain the American High School system, NYS requirements and the college application / financial aid process. Parents are encouraged to actively participate in the Parents' Association (officers are bilingual) wherein concerns are expressed. Parent workshops are also part of the Title III program that focus on community resources and helping students succeed in HS. Various members of the cabinet and many members of the staff are bilingual in different languages. Parents return the school survey the results of which are examined and addressed. Parent Coordinator works with PTA president to enlist active participation of parents via meetings, phone calls, informational sessions, flyers. Parent Coordinator utilizes mail, email, newsletters and School Messenger (phone) to relay information to students and parents regarding meetings, workshops, neighborhood information, and special school events and schedules. ESL AP, PC and NLA teachers also disseminate special public library program information in different languages to ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										23	16	11	3	53

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										68	53	52	41	214
Advanced (A)										38	32	34	28	132
Total	0	0	0	0	0	0	0	0	0	129	101	97	72	399

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	9	6	1
	I										26	35	30	12
	A										43	35	39	34
	P										44	22	22	25
READING/ WRITING	B										22	13	9	2
	I										66	56	53	40
	A										37	28	29	26
	P										3	4	6	4

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	167		97	
Integrated Algebra	163	26	95	16
Geometry	42	6	33	5
Algebra 2/Trigonometry	0	0		
Math				
Biology	0	0		
Chemistry	17	0	15	
Earth Science	112	23	47	9
Living Environment	120	30	63	12
Physics	1	0	1	
Global History and Geography	174	36	70	10
US History and Government	142	35	76	27
Foreign Language				
Other <u>Spanish NL</u>		59		59
Other				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	24	20	15	35				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: WC Bryant HS

School DBN: Q445

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Namita Dwarka	Principal		10/12/11
Lucille Virzi	Assistant Principal		10/12/11
Nancy Alvarez	Parent Coordinator		10/12/11
Christina Halicos	ESL Teacher		10/12/11
Doreen Lopez	Parent		10/12/11
Marisa DiLuciano	Teacher/Subject Area		10/12/11
	Teacher/Subject Area		
Adam Tanalski, AP Science	Coach		10/12/11
Sonia Buszwatiuk, AP Math	Coach		10/12/11
Lourdes Cuesta, AP PPS	Guidance Counselor		10/12/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q445 **School Name:** William Cullen Bryant High School

Cluster: 2 **Network:** 201

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

Part A: Needs Assessment Findings

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

1. Examined HLIS to identify the primary language spoken by each student enrolled in the school.
2. Examined RLER report (LEP eligibility roster) to identify ESL entitled students currently being served.
3. Examined RHLA report to identify (30) home languages of students (and their parents).
4. Examined intake protocols of newly admitted articulated and over-the-counter ELLs.
5. Canvassed all school departments and offices to identify instructional information and situations necessitating communication with parents that require translation and interpretation.

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

1. Academic departments have class contracts, assessment information (e.g. NYSESLAT, Regents Exam), letters of progress, etc. to parents as well as special events announcements to be translated for dissemination to parents.
2. Academic departments need to speak to parents to inform them of progress and specific information such as tutoring and coursework.
3. Support service personnel such as guidance, attendance, deans, parent coordinator and nurse have written and oral translation needs to inform parents of critical situations and pertinent information in a very timely manner.
4. Needs have been reported to the Bryant community via cabinet meetings, subsequent faculty and department meetings and individual interactions between ESL AP and support service personnel.

Part B: Strategies and Activities

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

1. School staff members were canvassed as to the various languages in which personnel were fluent and literate.
2. A list of staff members and the 28 languages which they could translate is compiled and disseminated to all offices.
3. Department and school documents such as contracts, letters, test information, etc. that need written translation for regular and repeated distribution to parents is sent to DOE's translation unit or may be disseminated to appropriate staff members for translation into Spanish, Chinese, Korean, Bengali, Greek, Russian, Hindi, Urdu and / or Arabic.
4. Parents receive registration (parent choice form, etc.) and critical information regarding their child's education in their languages from DOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

1. School staff members were canvassed as to the various languages in which personnel were fluent.
2. A list of staff members and the 28 languages which they could interpret is compiled and disseminated to all offices.
3. Staff members are available to perform oral interpretation as per our list on an as needed basis for all departments and offices.
4. Students may serve as interpreters for school staff and parents during registration, orientation sessions, in the nurse's office and other non-confidential matters.
5. DOE over-the-phone interpretation services may also be used during the school day on an as needed basis.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

1. AP PPS and Parent Coordinator procure (from the DOE) and provide the Parents' Bill of Rights to parents who come to the school.
2. Interpretation notice signs from the DOE are posted at the entrance to the school.
3. Security at the main entrance maintains and refers to the school translation / interpretation list to provide assistance to non-English speaking parents who come to the school.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: WC Bryant High School	DBN: 30Q445
Cluster Leader: Charles Amundsen	Network Leader: Jie Zhang
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 500 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 18 # of certified ESL/Bilingual teachers: 11 # of content area teachers: 7

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: The Title III program at W.C. Bryant HS will provide English Language Learners in all grades with supplemental instruction through a Saturday Academy and an after school program. Classes will be taught in English for those students in the Free Standing ESL program and in Spanish for those in the bilingual program. The Saturday Academy will be taught by 11 teachers and supervised by one Assistant Principal for approximately 3 hours each Saturday, 8:30 - 11:30AM, for 24 sessions October through June except during holiday vacations and Regents week / intersession. Students will be encouraged to attend two courses each Saturday. ESL and Part 154 teachers will focus on basic literacy skills and advanced reading and essay writing skills to supplement day program coursework and support the necessary skills for the ELA Regents Exam and the NYSESLAT Exam. Newly arrived youngsters, SIFE students, students in the regents cohort, ELLs-SWD and those having failed Regents exams will be especially targeted. Content Area teachers will provide supplemental instruction in Regents level courses in Science (Living Environment, Earth Science) Math (Algebra, Geometry) and Social Studies (Global and American History) and make-up Laboratory sessions in Science. The After School Tutoring Program will be offered by a total of 12 ESL, ELA, NLA and Content Area teachers for 1 hour per week for 24 weeks beginning at 3:30PM and will be supervised by the ESL Assistant Principal. NLA (Spanish) will focus on developing parallel literacy skills and critical analysis via composition and native literature study as well as preparation for the ELE. Teachers will provide interactive student centered learning activities in pairs and groups and implement Q-TEL, scaffolding in order to develop academic language development in each discipline. All programs will be offered and explained to all 500 ESL students in addition to former ELLs. ESL and NLA teachers are permanently certified. The ELA teacher is state certified as per Part 154 to provide Regents Preparation. Content area teachers are state certified in subject area (math, science, social studies) with bilingual and / or ESL methodology training. Teachers use a variety of texts and handouts, e.g. Holt Science Reading in Life Science, Earth Science, Science Skills Reading in the Content Areas; Leyendas Latinoamericanas, Album (NLA); ESL: All American Stories, House on Mango Street, New Grammar in Action 1, Ready to Write, Visions, ELA Regents; Social Studies DBQs and Regents exams. Supplies will include any necessary charts, notebooks, paper, etc. and related books.

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: Through Title III funding, the Professional Development for teachers of ELL students will address both those teachers working in the supplementary program as well as the regular daily program. The focus will be to provide teachers of ELL students with various vocabulary and

Part C: Professional Development

academic language development strategies using content area subject topics to enable ELLs to increase English proficiency in order to meet graduation requirements by passing their classes and Regents exams and improving NYSESLAT results. Teachers will be paid per session rate. Content Area, NLA, ESL and ELA teachers will collaborate to share methodologies and create or adapt curriculum as needed for ELLs. Teachers will develop and refine instructional units and lessons, assessments and writing rubrics as needed to address Regents short answer questions, creation of and response to essay tasks, theme related literary genres, the extended writing process including outlining, essay drafts, proofreading and revision for upper levels. There will be approximately 6 (total) content area / NLA / ESL teachers at 6 hours each for a total of 36 hours. In addition, twelve ESL teachers will receive professional development in preparation for the administering and scoring of the 2012 NYSESLAT. The Assistant Principal of ESL will administer and supervise the professional development for a total of 6 hours. All PD sessions will take place in the Spring 2012 semester.

Part D: Parental Engagement Activities

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

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

Begin description here: To support our parent community, Bryant H.S. will use Title III funding to provide outreach to parents and opportunities for them to attend parent workshops during the school year to address the following topics: The American HS/NYS Diploma Requirements, talking with teenagers, HS study tips and guides, counseling issues, the American College system and community resources. We will have 2 guidance counselors giving 4 three-hour workshops in the Spring 2012 semester on Saturdays or weekday evenings for a total of 24 hours. Guidance Counselors will be paid per session. AP PPS will oversee the workshops. Information will be disseminated to parents via students in ESL and NLA classes, outreach to parents via guidance personnel and the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$82424

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 	Instructional: \$58,893.36	Saturday Academy tchrs x sessions x hrs. x rate 11 x 24 x 3 x \$49.89 = \$39,512.88 (supervisor - Saturday) 1 x 24 x 3 x \$52.21 = \$3,759.12 (tchrs) Weekday Tutoring 12 x 24 x 1 x \$49.89 = \$14,368.32 (supervisor - weekday)

Part E: Budget

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

Allocation Amount: \$82424

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Prof Dev: \$ 5701.38 Parent Wkshp: \$1287.36 Total Salaries: \$65,882.10	$1 \times 24 \times 1 \times \$52.21 = \$1,253.04$ Instructional Total = \$58,893.36 PD Collaboration $6 \times 3 \times 2 \times \$49.89 = \$1796.04$ NYSESLAT Training 2012 $12 \times 2 \times 3 \times \$49.89 = \$3592.08$ PD Trainer (Supervisor) $1 \times 2 \times 3 \times \$52.21 = \$313.26$ PD Total = \$5,701.38 GCs x sessions x hrs. x rate $2 \times 4 \times 3 \times \$53.64 = \$1,287.36$
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	Total Supplies: \$702.10	For instruction: \$552.10 for charts, paper, markers, notebooks, books, etc. For parent workshops: \$150 for paper, folders, collation for parents.
Educational Software (Object Code 199)	0	
Travel	0	
Other	Total: \$15,839.80	Support Staff Salaries: Partially Funded Teachers - 20% of 1 ELL Teacher
TOTAL	\$82,424.00	

