



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** WILLIAM CULLEN BRYANT HIGH SCHOOL

DBN: 30Q445

PRINCIPAL: NAMITA DWARKA

EMAIL: [NDWARKA@SCHOOLS.NYC.GOV](mailto:NDWARKA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TAMIKA MATHESON

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

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

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

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

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

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

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

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

### WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

### **Major Recommendation:**

According to the JIT in May 2012, page 5, "Data is collected and disseminated but not used effectively to improve instruction and to address individual student needs." It was recommended that the school "monitor the use of data by teachers via the observation process that includes feedback." Additionally, we did not meet AYP for graduation. Last year, we achieved a 63.9% for 4 year graduation rate from 56.9% and a 6 Year graduation rate of 70.3% from a 65%.

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- By June 2013, 63% of all students in Cohort O will graduate as evidenced in the RGCS report.

### **Instructional strategies/activities:**

#### Strategy:

- Monitor progress of all students with an emphasis on subgroups via ARIS graduation tracker, pertinent ATS reports and Datacation to ensure that ALL students are on track to graduate.
- Monitor student progress via marking period progress reports.
- Marking period Scholarship Report analysis.
- PM school, tutoring, Saturday School and online learning will serve as Academic Intervention Services for students who need extra support.
- Provide teacher professional development on how to access various data systems, namely Pupil Path to monitor student progress.

#### Activity:

- Creation of Senior Achievement Academy where the progress of all seniors who are almost on track and on track to graduate are closely monitored.
- Senior Achievement Coach provides monthly progress reports and serves as a liaison to seniors, parents and guidance counselors.
- Ongoing professional development school wide on the use of various data systems use to access and monitor student progress.
- Scholarship reports are shared with teachers to identify students and areas of concerns.
- Ongoing outreach to both parents and students with progress updates.
- Analysis of courses failed by Cohort O students for each marking period and appropriate intervention is administered to ensure success.

#### Key Personnel:

- Principal
- Assistant Principals and Coordinators
- Data Specialist
- Guidance Counselors
- Teachers
- Parent Coordinator

#### Targets/Benchmarks:

- Each marking period will serve as a benchmark for in-depth analysis of data, assessment of students' needs and implementation of action plans.

#### Timeline:

- September 2012 – June 2013
- Monitor status of all Cohort O students each marking period, ongoing.
- Monitor passing rates of state exam required for graduation of cohort O students in February 2013.

### **Budget and resource alignment**

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

**Service and program coordination**

- Provide quality professional development across content areas, including outside organizations, to further develop and support staff in all aspects of instruction.
- OTPS will be used to support funding for textbooks, computers, Smart Boards, whiteboards, supplies, and various other instructionally utilized technology/equipment.
- PS funding will be utilized to provide tutoring services, Saturday Academy, extracurricular instructional support, as well as administrative services.
- Grants include Reso A and CIP monies which may be forthcoming.

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

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

### **Major Recommendation**

In the May 2010, page 3 of the NYSED JIT, it was recommended that the school “Revise curricula so that they include sample lesson plans and supplemental learning resources. It should also include a variety of instructional strategies and resources. Technology and art equipment are outdated.”

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

By June of 2013, 80% of students will engage in eight Common Core aligned units of study: two in math, two in ELA, two in social studies and two in science, as evidenced by student work products in each of these respective areas.

### **Instructional strategies/activities**

#### Strategy:

- Teachers will create units of study which requires all students to ground reading, writing and discussions in evidence from text in ELA, math, social studies and science.
- Teachers will use the ATLAS protocol to look at student work, analyze students’ needs and adjust the units of study to address students’ needs.
- Teachers will engage in curriculum mapping by subject, course and grade.
- Teachers will integrate CCLS in the curriculum and daily lesson plans.

#### Activity:

- Creation of units of study by subject, course and grade.
- Teachers will engage in curriculum mapping.
- Looking at student work using the ATLAS protocol.
- Integration of CCLS in curriculum
- Shifting instructional practices based on students’ needs.
- Pre-determined grouping,
- Explicit vocabulary instruction.
- Pose higher order thinking questions using the Webb’s depth of knowledge.
- Explicit teaching of reading comprehension strategies: identifying main idea, context clues, summarizing, predicting, cause-effect, identifying supporting details, fact versus opinion.
- Scaffolding writing exercises.

#### Targets

##### **KEY PERSONNEL:**

- Principal
- Assistant Principals/Coordinators
- Teachers
- Data Specialist
- Youth Development Coordinator

#### Timeline:

September 2012 - June 2013

**Budget and resource alignment**

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

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

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

- **PF Academic Intervention**
  - 782 hourly sessions, 50 teachers= PF, Non-Title 1 Allocation
  - 219 daily sessions, 70 teachers= PF, Non-Title 1 Allocation
- **PF Common Core State Standards**
  - 12 daily sessions, 170 teachers= PF, Non-Title 1 Allocation
- **PF Expanded Learning Time**
  - Provisional/Temporary Teachers: 2 ESL teachers
  - TPS Blended Learning/100 Students, APEX/100 Students
  - OTPS Equipment = 86 laptops, 86 teachers = PF, Title 1 Allocation
  - OTPS (Instructional Supplies: Paper, Ink, Flip Charts, Toner, Markers, etc) = PF, Title 1 Allocation

**Service and program coordination**

- PS funding will be used for our data specialist as well as an inquiry team, to help coordinate and transmit content specific data for the cohorts.
- OTPS funding will be used to fund Atlas, Apex, as well as other professional development opportunities for staff involved in the cohort SLCs.
- OTPS will be used to support funding for textbooks, computers, Smart Boards, whiteboards, supplies, and various other instructionally utilized technology/equipment.

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

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

**Major Recommendation**

In the May 2010, page 5 of the NYSED JIT, it was recommended to “monitor the use of data by teachers via the observation process that includes feedback.”

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

○ By June 2013, all teachers will develop a shared understanding, common language and quality teaching through the use of Danielson’s Framework. Special emphasis will be placed on designing coherent instruction (1e), using questioning and discussion techniques (3b), and using assessment in instruction (3d).

**Instructional strategies/activities:**

**Strategy:**

- Create a professional development committee inclusive of school and teacher leaders.
- Develop a coherent professional development plan that integrates the selected components of Danielson’s Framework
- Provide cycles of professional development on the selected components for all teachers
- School leaders will conduct cycles of frequent formative observations on the selective competencies and provide frequent, immediate feedback to teachers.
- Increase of student achievement will demonstrate teacher effectiveness and growth.

**Activity:**

- Individual teacher goals and professional development plans will be created to promote teacher growth.
- School leaders will conduct cycles of informal and formal observations will be conducted for all teachers to facilitate teacher growth.
- Individualized, targeted support with a special emphasis on the selected competences for all teachers.
- The use of data to drive instruction and improve student achievement.

**Key Personnel:**

Principal  
Assistant Principals  
Instructional Coordinators  
Teacher Leaders  
Teachers

**Targets:**

Each marking period will serve as a benchmark to assess, monitor and revise practices.

**Benchmark:**

September 2012 - June 2013

**Budget and resource alignment**

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

**Service and program coordination**

- PS will be allocated to fund professional development committees, teacher leaders, and supervisors involved in developing and implementing strategies associated with Goal #3.
- OTPS will include contractual as well as non-contractual services related to providing effective professional development for this goal.
- OTPS will be used to support funding for textbooks, computers, Smart Boards, whiteboards, supplies, and various other instructionally utilized technology/equipment.

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

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

### **Major Recommendation**

In In the May 2010, page 4 of the NYSED JIT, it was recommended that “the school should establish a formalized adult/student support mechanism, i.e., houses, advisories, etc.”

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

**5.2 Systems and partnerships**

**5.4 Safety**

**5.3 Vision for social and emotional developmental health**

**5.5 Use of data and student needs**

### **Annual Goal #4**

- **By August 2013, the entire student body will be organized into six SLCs.**

### **Instructional strategies/activities:**

#### Strategy:

- Students will be informed of, surveyed, and asked to choose one of five SLCs.
- Each SLC will be designated a themed based interdisciplinary curriculum that will foster greater interest and participation by students thus resulting in improved student academic success.
- Teachers will form inquiry teams that will meet every day to discuss a variety of issues related to student performance, attendance, social & emotional learning, and interventions that will be data driven.
- By way of the SLCs, all student subgroups will be able to find a niche where they will be supported by a common set of teachers and students and enroll in challenging and rigorous courses that will prepare them for college and career.
- One SLC will be designed to meet the needs of students that are recent immigrants who have been designated as Limited English Proficient, and staffed with licensed individuals that will help these students join the general student population.
- Another SLC will be designed to support and provide academic intervention services to students who are in danger of not meeting their graduation requirements on time. These students will also be provided with social and emotional interventions to help them cope and become on track to meet their graduation requirements.

#### Activity:

- Starting in the ninth grade, students will begin to build a lasting social and emotional relationship with their classmates that will promote greater cooperation and provide peer pressure to succeed and continue to move onto the upper grades so that they may graduate on time with their peers. This relationship will be a result of the block scheduling inherent in SLCs that both form student-to-students relationships and also student-to-teacher relationships that will last throughout their high school career, not just one or two years.
- To evaluate the progress toward full implementation of SLCs, key personnel will meet in increasingly shortened intervals throughout the spring term of 2013 to discuss problems and solutions to fully realize the goal of achieving pure Small Learning Communities. The effectiveness and impact of the SLCs will be monitored during the fall term of 2013. This will be analyzed by examining marking period credit accumulation, passing rates, and attendance rates and compared these two previous years and NYC Progress Reports.
- To include teachers in the planning phase, we will design surveys that will ascertain the knowledge of the staff about SLCs and provide informational sessions that will address the results of the survey and supported with research-based data associated with schools who have transitioned to SLCs.

#### Key Personnel:

- Principal

- Assistant Principals
- Youth Development Coordinator
- Guidance Counselors
- Data Specialist
- Teacher Leaders

**Timeline:**

Spring 2012 - August 2013

**Budget and resource alignment**

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

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

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

- PF Supporting Great Teachers and Leaders
  - Assistant Head of School-F Status

**Service and program coordination**

- OTPS will be used to support SLCs through ordering mandated textbooks, tablets, Smart Boards, and other IT supplies/equipment for utilization in each community.
- PS will be granted to teachers/supervisors to help support the SLCs through additional tutoring, Regents/test preparation, and various other instructional professional development.

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

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

### **Major Recommendation**

In the May 2010, page 5 of the NYSED JIT, the school should "Develop a system, understandable to the students, parents and entire staff, for monitoring academic progress toward graduation, beginning in grade 9."

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

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

- **By June 2013, the school will develop structures to increase parental engagement and communicate more effectively with parents, as evidenced by maintaining or exceeding the parent communication score on the Learning Environment Survey Report.**

### **Strategies to increase parental involvement and engagement**

#### Strategy:

- Foster a warm, welcoming environment for all parents.
- Parent Coordinator will serve as the liaison to home-school.
- Improve communication between home-school.
- Ensure that parents understand school's expectations and can effectively monitor their child's progress.
- Provide translation services for parents who are speakers of languages other than English.
- Provide materials so that parents have a knowledge and awareness of all City, State and Federal standards and assessments with a special emphasis on NYC Citywide Expectations and the Common Core Learning Standards.

#### Activity:

- Establish a Parent Resource Center
- Hosts events to support Parent-Teacher Conferences and throughout the year.
- Encourage active parental participation on School Leadership Team, Parent Association, etc.
- Use of *Pupil Path* as a database for all parents.
- Dissemination of students' Progress Reports before the marking period ends.
- Host curriculum conference for all parents.

#### Key Personnel:

- Principal
- Assistant Principals/Coordinators
- Parent Coordinator
- PA Association
- Guidance counselors
- Deans
- Teachers

#### Target:

- Each month will serve as benchmark to assess the growth of parent involvement in the various activities.

**Benchmark:**

September 2012 – August 2013 and ongoing.

**Budget and resource alignment**

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

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

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

- **PF Parent Engagement**

Parent Involvement (College Fair, workshops, supplies) = PF, Non-Title 1 Allocation.

**Service and program coordination**

- OTPS will be used to fund *Pupil Path* as well as any supplies/furniture needed for the PC Office.
- OTPS will also fund any IT equipment which may be necessary to insure solid communication with students/parents.
- Some PS may be necessary to fund meetings/workshops for staff.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Students who are in danger of failing a course are identified through emergent patterns in marking period grades following each marking period.</li> <li>• Attendance/cutting reports and are provided and students are counseled accordingly.</li> <li>• These students are then assigned mandated tutoring and lunch detention to deter further cutting.</li> <li>• Students who fail the ELA Regents are placed into a Regents preparation class.</li> <li>• Parents are immediately informed by telephone and mail of students in danger of failing and in need of intervention.</li> <li>• Accelerated Academy</li> <li>• PM School</li> <li>• Apex online program</li> <li>• Blended Learning</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Peer tutoring</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	All services are offered during the day, before or after school and Saturday Academy.
Mathematics	<ul style="list-style-type: none"> <li>• Students who are in danger of failing a course are identified through emergent patterns in marking period grades</li> <li>• Attendance/cutting reports</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Peer tutoring</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	All services are offered during the day, before or after school and Saturday Academy.

	<p>and are provided and students are counseling.</p> <ul style="list-style-type: none"> <li>• These students are then assigned mandated tutoring and lunch detention to deter further cutting.</li> <li>• Parents are immediately informed by telephone and mail of students in danger of failing and in need of intervention.</li> <li>• Accelerated Academy</li> <li>• PM School</li> <li>• Apex online program</li> <li>• Blended learning</li> <li>• Achieve 3000</li> </ul>		
Science	<ul style="list-style-type: none"> <li>• One-to-one tutoring in all science disciplines: Earth Science, Chemistry, Living Environment and Physics are in place. Strategies are congruent with Regents Preparation techniques and are undertaken during school hours or after school.</li> <li>• Accelerated Academy</li> <li>• PM School</li> <li>• Apex online program</li> <li>• Blended learning</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Peer tutoring</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	All services are offered during the day, before or after school and Saturday Academy.
Social Studies	<ul style="list-style-type: none"> <li>• Double period Global and American History Regents preparation classes. Small group conferencing in class.</li> <li>• Accelerated Academy</li> <li>• PM School</li> <li>• Apex online program</li> <li>• Blended learning</li> <li>• Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Peer tutoring</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	All services are offered during the day, before or after school and Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Guidance Counselor:</u></p> <ul style="list-style-type: none"> <li>• Guidance Counselor provides counseling services to at risk students. They and programming to include AIS support such as Extended Day and Saturday Academy. We partner with our</li> </ul>		

	<p><b>Community Based Organizations United Way's and Global Kids who work with Cohorts R and Q (9<sup>th</sup> and 10<sup>th</sup> graders) who are at risk to establish good attendance practices.</b></p> <p><b><u>School Psychologist:</u></b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>The School Psychologist holds MDR's for students 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.</b></li> <li>• <b>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</b></li> </ul>		
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	<p>students' personal and academic lives so they can function better in school.</p> <p><b><u>Social Worker:</u></b></p> <ul style="list-style-type: none"> <li>• The school social worker provides many services to the students at Bryant High School. 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.</li> </ul>		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

**We enlisted the assistance from our College University partners and recruitment fairs to recruit highly qualified candidates. Our strategies to attract highly qualified teachers are multifaceted, for new teachers our expectations become evident during the interview process. Effective questioning and a demo lesson cuts to the core of the knowledge of being highly qualified. All new teachers hired are supported by mentors and observed a minimum of eight times per year to deem teaching effectiveness. Each teacher must maintain daily lesson plans for instruction, student outcomes is used to measure effectiveness.**

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

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

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

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**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.

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

- **hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association supporting or hosting Family Day events;**
- **establishing a Parent Resource Center/Area or lending library; instructional materials for parents;**
- **encouraging parents to become trained school volunteers;**
- **providing written and electronic 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:**

- 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;
  - 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;
  - 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 opportunities for parents to participate in SLTs
  - CEP planning
  - Workshops for ELL parents
  - Volunteering
- 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:
  - establishing a Parent Resource Center
  - 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;
  - Parent Needs Survey

### **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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III.

**Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

Principal <b>Namita Dwarka</b>	Assistant Principal <b>Lucille Virzi, AP ESL</b>
Coach <b>Adam Tanalski, AP Science</b>	Coach <b>Sonia Buszwatiuk, AP Math</b>
ESL Teacher <b>Christina Halicos</b>	Guidance Counselor <b>Lourdes Cuesta, AP PPS</b>
Teacher/Subject Area <b>Marisa DiLuciano, History</b>	Parent <b>Doreen Lopez</b>
Teacher/Subject Area	Parent Coordinator <b>Nancy Alvarez</b>
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	<b>12</b>	Number of certified bilingual teachers	<b>9</b>	Number of certified NLA/foreign language teachers	<b>5</b>
Number of content area teachers with bilingual extensions	<b>18</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3055</b>	Total Number of ELLs	<b>523</b>	ELLs as share of total student population (%)	<b>17.12%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										4	6	2	2	14
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										7	10	7	4	28
<b>Push-In</b>														0
<b>Total</b>	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
SIFE	90	ELLs receiving service 4-6 years	90
		Special Education	31
		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
<b>Total</b>	<b>277</b>	<b>50</b>	<b>5</b>	<b>129</b>	<b>25</b>	<b>24</b>	<b>117</b>	<b>5</b>	<b>66</b>	<b>523</b>

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
<b>TOTAL</b>	<b>0</b>	<b>36</b>	<b>32</b>	<b>9</b>	<b>18</b>	<b>95</b>								

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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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**

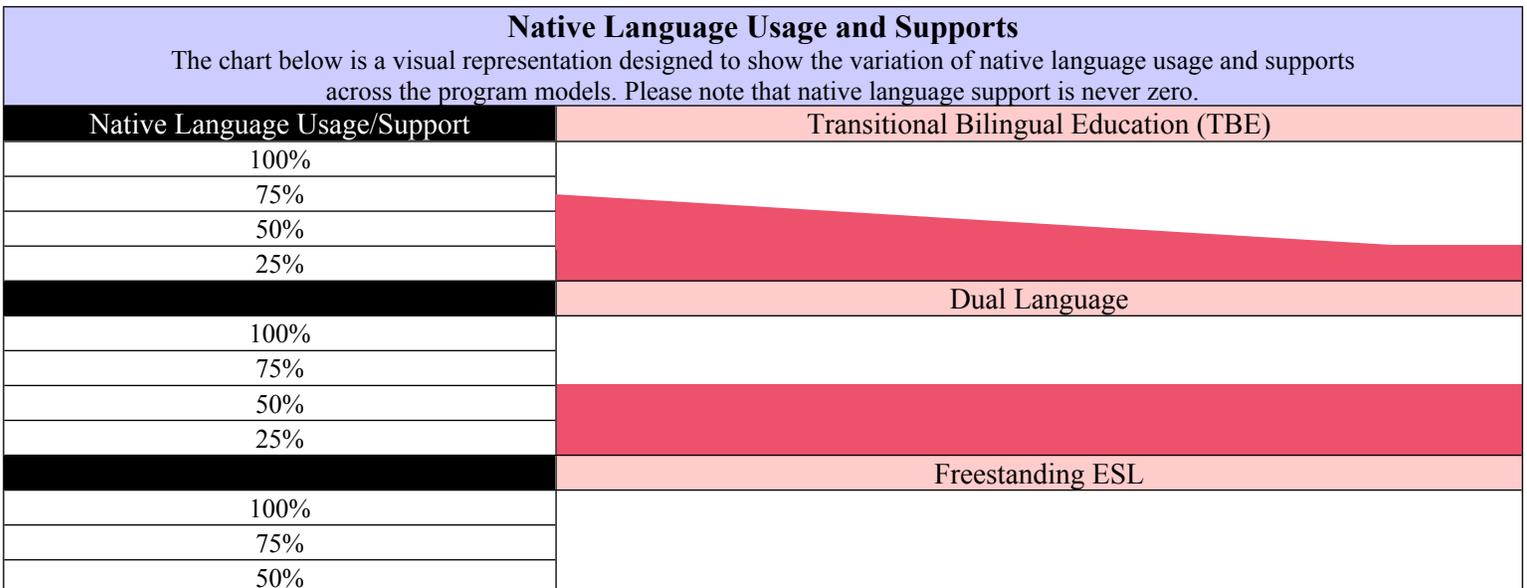
**Class/Content Area**

**Language(s) of Instruction**

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


<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

### B. Programming and Scheduling Information--Continued

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)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1./ 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
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- The Achieve3000 program indicates ELLs' reading levels range from beginner (grades 1-2 ) levels through grade 6 at the start of the school year. (These students are not on high school reading level.) Teachers compare the previous year's lexile levels, monitor student work weekly and receive monthly reports. Students' reading levels increase annually by one to two or more years by June after using the program.
3. LAB-R test results indicate that more ninth graders score "Y" (beginners) than students in other grades. The results of students in tenth and eleventh grades are split between "X" (intermediates) and "A" (advanced). 2011 NYSESLAT resulted in 111 students passing with those remaining in the program showing more proficiency in listening/speaking skills than reading/writing. Historically, the majority of the students are in grades nine and ten with eleventh and twelfth graders fewer in number, but greater in proficiency. The master schedule reflects ELL students' needs as per their proficiency levels with NLA, bilingual and free standing content area courses created and offered as needed. Students' results (and parent choice) indicate need for more free standing ESL content area classes and less bilingual classes in the upper grades. All ESL and Content Area teachers receive class lists with students' LAT scores which indicate students' specific strengths and weaknesses and plan accordingly to develop all modalities while stressing the reading /writing process as needed by all Regents exams. Content Area teachers of ELLs are developing academic language within their disciplines in collaboration with ESL Dept.
- Students take regents exams in their native language where available (as per NYS) along with the English version of the exams. The use of exams in native language helps those newly arrived students succeed in science, math and social studies regents. These students use the native language exam along with the English one. Students who are not successful on the regents exams the first time are programmed for special courses in the different disciplines and for Saturday Academy. Students are more successful on subsequent exam administrations. Cohort students are programmed for special courses and Saturday Academy as well. ESL / ELA teachers continue to prepare students for all Regents exams that require essay writing. Passing rates for individual courses, regents exams and the LAT are examined every marking period, semester or year respectively along with school report card graduation rates. Parent contact and student / teacher / guidance counselor conferences are part of the intervention process along with varied classroom materials and strategies.
6. The program is evaluated by the number of ELLs who pass the NYSESLAT, e.g. # passing LAT has risen from 46 to 111 in the last five years. The number of ELLs has decreased from 1250 to about 500 over the last decade. We have met AMAO1 and AMAO2.

## 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 2012-2013**

*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**

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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

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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 the 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.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Manhattan District: 30 School Number: 445 School Name: William Cullen Bryant HS  
Cluster Leader: Despina Zaharakis Network Leader: Joseph Zaza Title I Schoolwide Plan (Conceptual Consolidation?)  
no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 1/7/2013      Senior ELL CPS: Olga De Filippis  Additional Comments:		