



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

30Q445

School Name:

WILLIAM CULLEN BRYANT HIGH SCHOOL

Principal:

NAMITA DWARKA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: William Cullen Bryant High School School Number (DBN): 30Q445
School Level: High School Grades Served: 9, 10, 11, 12 and SE
School Address: 48-10 31st Avenue Queens, NY 11103
Phone Number: (718)721-5404 Fax: (718)728-3478
School Contact Person: Namita Dwarka Email Address: ndwarka@schools.nyc.gov
Principal: Namita Dwarka
UFT Chapter Leader: Wilson Montero
Parents' Association President: Maria Hernandez
School Leadership Team
Chairperson: Maria Troianos
Student Representative(s): Yasmine Hussein, Amadu Kane, Narek Chil-Kevorkian

District Information

District: 30 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307 Flushing, NY 11345
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: (718)281-7696 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Despina Zaharakis
Network Number: CFN 201 Network Leader: Joseph Zaza

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|-------------------------|
| Namita Dwarka | *Principal or Designee | |
| Wilson Montero | *UFT Chapter Leader or Designee | |
| Maria Hernandez | *PA/PTA President or Designated Co-President | |
| Jean Scherbner | DC 37 Representative, if applicable | |
| Yasmine Hussein Amadu Kane Narek Chil-Kevorkian | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Pauline Grech | Recording Secretary, Parent | |
| Ivanka Avramovic | Parent | |
| Ruth Bush | Parent | |
| Mohammed Mazumber | Parent | |
| Anthie Milionas | Parent | |
| Kiki Prentzas | Parent | |
| Anna Balash | UFT | |
| Linda Lefton | UFT | |
| Jeanine Yakiemchuk | UFT | |
| Maria Troianos | CSA | |
| | | |

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

| The Six Elements of the Capacity Framework | |
|---|---|
| 4. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 5. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 6. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 7. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 8. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 9. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

William Cullen Bryant High School, named in honor of Romantic poet William Cullen Bryant, has a rich history, beginning in 1889. It is a comprehensive, community school where many faculty and staff members, including current school principal, Namita Dwarka, are alumni. There is a wide range of PSAL sports, extracurricular activities, and clubs. Program highlights include Performing Arts, Orchestra, Jazz Band, Piano, Chorus, Drama, Math & Science Research Program, Software Engineering, EMT classes, Honors Classes, College Now, Art Exhibitions, Theatre Company, Accounting, Virtual Enterprise CTE program, College Now, Law & Forensics and Robotics. School partnerships include: 21st Century and Global Kids. We also offer Advanced Placement courses in Biology, Calculus, Statistics, Chemistry, English Literature and Composition, European History, Government and Politics, Physics B, Spanish Language, Spanish Literature, United States History and World History. We are also organized into seven small Learning Communities: Business & Technology, Math & Science Research, Newcomers, Law & Forensics, Arts & Humanities and Freshman Academy.

Our school is dedicated to ensuring that all students reach their full potential. Through interest-based, small learning communities and a strong honors program, each student is empowered to reach his/her highest academic potential in a nurturing environment. We provide students with real-world experience while fostering and promoting postsecondary readiness. Students are exposed to a plethora of co-curricular, extracurricular and athletic activities to help them become well-rounded global citizens.

The text below indicates the school vision, mission and instructional focus for the 2014-15 academic year. These documents provide the context and driving force of school improvement:

Principal's Vision - "As we embark on our 'Relentless Quest for Excellence,' it is our vision that we work collaboratively in a warm, safe teaching and learning environment to provide personalized, targeted support for **ALL** students to reach their highest potential. Each student will graduate with the academic and life skills necessary for college and career readiness for the 21st Century, be model citizens, and contribute to their community and the world at large."

Our School's Mission - In our 'Relentless Quest for Excellence,' we will provide **ALL** students personalized targeted support in a warm, supportive, safe teaching and learning environment so that they reach their highest potential. Each student will be expected to master technology, think critically, problem solve, negotiate text and work collaboratively in small learning communities. **ALL** students will graduate with the academic and life skills necessary for college and career readiness for the 21st Century, be model citizens, and contribute to their community and the world at large.

The mission will be accomplished by:

- Providing professional experiences that allow for interdisciplinary collaboration, feedback and sharing of best practices.
- Ensuring alignment of curriculum to the Common Core State Standards in all content areas, as per the NYC Department of Education 2014-2015 Citywide Instructional Expectations.
- Providing well defined professional development programs that are relevant, researched based and includes follow-up and support.
- Organizing Small Learning Communities (SLCs), Newcomers Academy, Business & Technology Academy, Senior & Junior Achievement Academy, Arts & Humanities Academy, Math & Science Academy, Freshman Academy and Law & Forensic Academy by specific academic focus to allow for structured time for teachers to focus on instructional planning, analyzing student work, professional reading and specific instructional strategies to provide targeted support to all learners.

- Aligning Special Education programs to the scope, sequence and curriculum of equivalent grade level courses in all academic content areas.

INSTRUCTIONAL FOCUS

As a school community, we will:

- Foster a collaborative environment that encourages meaningful engagement of teacher teams who will share their knowledge of students, instructional methodologies and best practices in alignment with the Common Core State Standards and the Danielson Framework for Teaching
- Take responsibility for students, striving to understand their needs, engaging them in developing meaningful questions for discussion and research and ultimately producing rigorous tasks.
- Engage in a culture in which we encourage parental involvement, open communication and value feedback in order to reflect upon and refine instruction that supports the individual growth of ALL students.

INTENDED RESULT

- Teacher teams will, “Develop teacher pedagogy from a coherent set of beliefs about how students learn best” and “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning,” (Quality Review Rubric, Indicators 1.2 and 4.2).
- Students will be trained to formulate high-level questions which will propel classroom discussions and research, while teachers will excel in component 3b, ensuring, “Engaging, rigorous, and coherent curricula in all content areas, accessible for a variety of learners,” in alignment with the Common Core Learning Standards and Citywide Expectations (Quality Review Rubric, Indicator 1.1).
- Community members will use feedback to grow, ensuring that students and parents feel involved and supported and “Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults,” (Quality Review Rubric, Indicator 1.4). www.wcbryanth.org

Our school strengths include a safe and welcoming teaching and learning environment, thematic, interest based SLCs, extensive opportunities for teacher leadership, customized professional learning including individual coaching, intervisitation and choice-based workshops. Small Learning Communities are organized to facilitate collaborative teacher teams in common planning, analyzing student work and communicating with students and families. Additionally, in the past three years, teacher leadership positions have been expanded to include SLC Teacher Directors, a Writing Center Coordinator, and Literacy and Math coaches who work together to support student progress and achieve school goals. Furthermore, teachers play a role in collaborative decision making in the school based on their needs in growing and developing professionally. The professional learning opportunities are teacher led and include activities that are differentiated to the teachers’ needs.

Recent school achievements include improved graduation rate and highlights from the 2013-2014 High School Quality Snapshot include a rating of excellent in helping students “improve from their incoming proficiency levels and pass Regents exams” in Mathematics and Science and a rating of excellent in “movement of students with special needs to less restrictive environments.” As further evidence of recent school achievements, the 2012-2013 New York City Progress Report shows that the school has moved from a C to B overall. Additionally, as stated in the 2013-2014 PFQR, “the percentage of students earning ten or more credits has increased across all grade levels—including the school’s lowest third. This heavy reading and writing emphasis has yielded a 5.9% increase in the year-over-year passing rate among students taking the English Regents Exam. 5.6% increase in the passing rates on the January 2014 United States History Regents.” As further evidence of school progress, the four year graduation rate has increased by 4% from 2013 to 2014.

Current challenges include closing the achievement gap, particularly in terms of building in targeted scaffolds and supports for Students with Disabilities (SWDs) and English Language Learners (ELLs), increasing overall Regents passing percentages, with a particular focus on Living Environment and Global exams and building common language and teaching methodologies that reinforce rigorous thinking in alignment with CCLS.

School strengths as indicated in 2013-2014 Priority Focus Quality Review

- Teachers analyze student work and make informed decisions to refine curricula and embed instructional shifts in academic tasks leading to student demonstration of evidence-based understanding. (Quality Review Rubric, Indicator 1.1)
- The principal sets rigorous instructional goals and aligns hiring practices, placement of teachers, and staff time to organizational decisions that drive curricular design across small learning communities. (Quality Review Rubric, Indicator 1.3)
- School leaders set high expectations and make use of a system of accountability comprised of teacher teams and guidance supports to spur feedback to students and parents leading to student progress and organizational growth. (Quality Review Rubric, Indicator 3.4)

School strengths as indicated by self-assessment of DTSDE Tenets

- The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students (DTSDE Tenet 3.2).
- Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs (DTSDE Tenet 3.3).

Key areas of focus as indicated in 2013-2014 Priority Focus Quality Review

- Reinforce the use of multiple entry points and elevate levels of student engagement so all students demonstrate higher order thinking skills differentiated through strategic grouping. (Quality Review Rubric, Indicator 1.2)
- Strengthen teacher use of ongoing checks for understanding and subgroup data from common assessments to ensure that critical adjustments in instruction result in elevated levels of student performance. (Quality Review Rubric, Indicator 2.2)
- Provide targeted feedback aligned to the Danielson Framework that leads to more fully supported teacher practice, and develop meaningful teacher training experiences that serve to enhance the teaching and learning process. (Quality Review Rubric, Indicator 4.1)

Key areas of focus as indicated by self-assessment of DTSDE Tenets

- Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning (DTSDE Tenet 3.5).
- Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students (DTSDE Tenet 4.4)

30Q445 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------|---|------|---|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 2507 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | 58 | # SETSS | 7 | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 53 | # Music | 36 | # Drama |
| # Foreign Language | 58 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 62.5% | % Attendance Rate | | 89.4% |
| % Free Lunch | 64.3% | % Reduced Lunch | | 8.2% |
| % Limited English Proficient | 17.4% | % Students with Disabilities | | 13.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 6.3% |
| % Hispanic or Latino | 49.4% | % Asian or Native Hawaiian/Pacific Islander | | 27.5% |
| % White | 16.2% | % Multi-Racial | | 0.1% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 3.15 | # of Assistant Principals (2014-15) | | 11 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 12 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 1.3% | % Teaching Out of Certification (2013-14) | | 17.5% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 1.4% | Average Teacher Absences (2013-14) | | 7.21 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 64.4% | Mathematics Performance at levels 3 & 4 | | 75.0% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 81.1% | % of 2nd year students who earned 10+ credits | | 74.5% |
| % of 3rd year students who earned 10+ credits | 69.9% | 4 Year Graduation Rate | | 68.6% |
| 6 Year Graduation Rate | 72.3% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | X |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | NO |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | NO | Multi-Racial | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | NO |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Currently, grade level and subject teams in all content areas are developing and revising course curricula including pacing calendars, curriculum maps, unit plans and common unit assessments. The four core content areas have a system for digitally sharing these curricular documents and other resources (via dropbox.com or Google Docs). Grade level leaders have been selected in each subject and meet during, after school and on selected Saturdays to work on curriculum in cross-curricular and cross-grade level teams. Some teachers are beginning to design cross-curricular unit plans in teams with a close alignment of the English and Social Studies curriculum and some integration of the arts into unit development and projects.

Our needs in terms of strengthening this work include: continuing to develop unit plans based on Understanding by Design (UBD) principles, building in specific supports for struggling students, ELLs, SWDs and extensions for higher level learners with a focus on student achievement and skill data to refine and adjust instruction. In order to improve on current efforts, it will be necessary to increase opportunities for teachers to examine student work in response to common assessment tasks by grade level/subject. It will also be necessary to provide additional training around implementing CCLS instructional shifts for individual and subgroups of students.

These needs align with close examination of school-wide data. This includes recent feedback from the Priority Focus Quality Review, which states: “Since teacher-recitation is the recurring approach in numerous classes, classroom structures are not fully able to address the learning needs of subgroup populations,” (PFQR 2014). Similarly, the 2012-2013 Quality Review also emphasizes: “Existing curriculum units do not include questions that drive students, including English language learners who comprise almost 20% of the population, and students with disabilities, to use higher order thinking skills and complete challenging tasks. As a result all students do not benefit from curricula that incorporate

rigorous tasks and emphasize higher order thinking skills across content areas. Additionally, in the 2014 School Quality Guide, Social Studies was indicated as an area of weakness in response to the question, “How well does this school help students improve from their incoming proficiency levels and pass Regents exams?” which earned a rating of “fair” for Global Studies and “poor” in U.S. History. Furthermore, Social Studies and Science represent the lowest Regents passing rate of the four core content areas, with an average passing rate in all Regents culminating subjects of 58% in Social Studies and 58.75% in Science. For this reason, these two content areas require additional focus in the 2014-2015 academic year.

Part 2 – Annual Goal

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

By June 2015, there will be a 3% increase of the overall passing percentage on U.S. History and Living Environment Regents exams from 58% in June 2014 to 61% in June 2015.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|--|--|
| <p>Development of teacher designed aligned pre-, mid-, and post-assessments for each instructional unit by subject/grade level as indicated in an assessment calendar.</p> | <p>All teachers</p> | <p>Ongoing use of Faculty, Content Area and Chancellor’s Conferences, each content area will have at least one model unit by February 15, 2015</p> | <p>Grade Level Leaders by grade/content area, Coaches, Teachers, Assistant Principals</p> |
| <p>Conduct an item analysis of baseline and benchmark assessments to diagnose areas of weakness and strength.</p> | <p>Entire student population</p> | <p>Conducted at least once per unit in Content Area meetings and distributed electronically</p> | <p>Literacy Coach, Math Coach, Grade Level Leaders by grade/content area</p> |
| <p>Implement use of shared criteria for assessment of student mastery (e.g. common rubrics, portfolio review, etc.).</p> | <p>All teachers</p> | <p>Ongoing with periodic review in grade level/content</p> | <p>Grade Level Leaders by grade/content area, Coaches,</p> |

| | | | |
|--|--|---|---|
| | | area teams, each content area will have at least one model rubric by February 15, 2015 | Teachers Assistant Principals |
| Provide additional training in Sheltered Instruction Observation Protocol (SIOP), Response to Intervention (RTI) and Universal Design for Learning (UDL) for teachers to develop specific instructional supports to provide multiple entry points into instruction for ELLs, SWDs and higher level learners. Teachers will have the opportunity to be involved in shared decision making through periodic Professional Learning surveys and through the Professional Learning Committee. | All teachers, entire student population with particular focus on ELLs and SWDs | Ongoing with sessions during February Chancellor's Conference and through differentiated workshops during Faculty Conference time | Teacher facilitators, SLC Directors, Consultants, Coaches, Assistant Principals |
| Provide teachers with ongoing, frequent, non-evaluative feedback aligned to CCLS shifts and the Danielson Framework for Teaching. Additionally, the principal will host "Fireside Chats" to informally discuss instructional best practices and provide individualized feedback to teachers. | All Teachers | Ongoing, with at least 1 non-evaluative visit per teacher, per semester in all content areas | Coaches, Assistant Principals, Principal |
| Integration of specific, research-based literacy techniques and strategies into the Science and Social Studies classrooms and integration of Science and Social Studies based informational texts into ELA curriculum and alignment of Social Studies and ELA curriculum to foster transfer of skills. | Entire Student population | Ongoing, at least once per semester at Saturday "Curriculum Retreats," weekly in interdisciplinary SLC meetings | Grade Level Leaders, SLC Directors, Coaches, Assistant Principals |
| Ongoing meetings with the School Leadership Team Executive Board and Curriculum Nights for Parents to explain programs, address concerns and elicit input. | All parents, School Leadership Team | SLT and PA meetings to occur once per month | School Leadership Team, Teacher Directors, Assistant Principals, Principal |

Part 4 – Resources Needed

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

- Exemplar curricula in all content areas (Engage NY, NYC DOE Common Core Library, etc.)
- Common planning time during Faculty, Content and Chancellor's conferences as well as weekly in SLCs
- Per-session positions for curriculum development to occur after school and on selected Saturdays
- Minimum of one monthly meeting for Grade Level Leaders, arranged by content area AP and/or coach
- Materials and templates around UBD planning including suggested lesson plan, unit plan, curriculum map and pacing calendar template.

Part 5 – Budget and Resource Alignment

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

| x | Tax Levy | | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | x | P/F Set-aside | | Grants |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| Allocation of at least 10 hours of per-session funding per position, the use of Title III funding will be for "planning, faculty development and the development and improvement of academic programs," (U.S. Department of Education http://www2.ed.gov/) | | | | | | | | | | | | | |

Part 6 – Progress Monitoring

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

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

Students will take teacher created, common periodic assessments that mirror the Regents and the passing percentage on these exams will increase by at least 5% on each administration of the assessment which will be given in June 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In order to best incorporate students' interests, learning preferences, diverse backgrounds and experiences into instructional planning, students need to be included in the instruction design process and have the opportunity to offer input to teacher teams responsible for curriculum design. Relatedly, school stakeholders need additional Professional Learning opportunities around addressing students' social-emotional and developmental needs and using this information to further adjust instructional methodology. This focus was largely informed by the results of the 2013-2014 School Learning Environment Survey. According to the survey, only 66% of teachers and 72% are satisfied with the school's culture. Additionally, on 68% of students indicate that "Most adults at my school that I see every day know my name or know who I am," and only 64% of students surveyed responded that "Most adults at my school care about me."

Part 2 – Annual Goal

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

By June 2015, student responses on the School Learning Environment Survey will increase from 72% to 75% in overall satisfaction with the school's culture.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified | Target Group(s) <i>Who will be</i> | Timeline <i>What is the</i> | Key Personnel <i>Who is responsible</i> |
|--|---------------------------------------|--------------------------------|--|
|--|---------------------------------------|--------------------------------|--|

| <p>goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <i>targeted?</i> | <i>start and end date?</i> | <i>for implementing and overseeing the activity/strategy?</i> |
|---|--|--|--|
| Tutoring and review sessions in all CORE content areas. | Student Population at large, SWDs, ELLS | September 2014 to June 2014 | AP in charge of PPS, Assistant Principal Security, COSA, club/team advisors, coaches, teachers |
| Guidance Counselors will provide ongoing targeted support for students during the progress report period, assisting them in monitoring their progress and making sure they receive proper support | Student Population at large, SWDs, ELLS | Ongoing, at least once per marking period | Guidance Counselors, AP IA of Guidance |
| Teachers, students and guidance counselors complete “Plans for Success” for students who are failing courses with benchmarks (varies by student/course) and check-ins frequently conducted. | All Students, students failing one or more classes | Ongoing, at least once per marking period | Guidance Counselors, AP IA of Guidance |
| Multiple opportunities are available for student support, involvement and input, including surveys regarding students’ needs distributed by mentor teachers, SLC Assemblies, town halls and meetings between the Principal and student council. | All Students, student council members | Ongoing, at least once each per marking period | Teacher Teams (SLCs, Principal, Guidance Counselors, Teachers, SLC Directors |
| Promotion of clubs, teams and after school activities for all students including awards ceremonies to celebrate accomplishments as well as ongoing assemblies | Entire Student Population, by interest | Ongoing with periodic scheduled events throughout the year (e.g. games, assemblies, shows) | AP in charge of PPS, Assistant Principal Security, COSA, club/team Advisors, Coaches, Teachers |
| Student survey to ascertain student interest. | Entire Student Population, by interest | April 2015 | AP in charge of PPS, Assistant Principal Security, COSA |
| Students will be involved in decision making progress as members of the SLT, Accreditation Committee and representatives of their respective grade levels. | Entire Student Population, by interest and teacher | Monthly | AP PPS, COSA |

| | | | |
|--|----------------|--|--|
| | recommendation | | |
|--|----------------|--|--|

Part 4 – Resources Needed

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

- Per session funding for club advisors, coaches and supervisors
- Equipment and materials as needed
- Permits for use of school space after school and on weekends

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|---|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | x | P/F Set-aside | x | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|---|---------------|

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

OTPS funding for hosting awards ceremonies, school activities, dances, carnivals, etc.

Part 6 – Progress Monitoring

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

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

February-March 2015, an in-house survey mirroring the school Learning Environment Survey will be given to all students, parents and staff to gauge responses and address issues.

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

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|----|--|--|-----|--|----|

| | |
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| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |
|----|--|

By February 2015, 75% of students will be engaged in a school activity

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers are continually involved in professional learning opportunities focused around addressing the individual needs of students and best practices for working with ELLs and SWDs. Teacher teams meet weekly by SLCs to analyze student work and data around selected “Case Study” students who are monitored by individual teachers who serve as mentors. Additionally, teacher teams create goals in response to student achievement by SLC and prepare and share target action plans and plans for success for struggling students. An area of need is the building of transferrable skills across content areas as well as the purposeful placement of standards by unit measured by common assessments and criteria so that teachers can more accurately assess student progress.

These needs assessed are informed by recommendations from the 2012-2013 School Quality Review and the 2013-2014 Priority Focus Quality Review (PFQR). As stated in the 2012-2013 Quality review, “The school is beginning to align curriculum maps to the Common Core Standards, but there is inconsistency in the planning in and both English language arts and math teachers are struggling with the instructional shifts,” and “As a result curricula do not consistently reflect alignment with key standards and integration of the instructional shifts.” While the 2013-2014 Priority Focus Quality Review still indicates an improvement in the quality of share curriculum (QR Indicator 1.1), it is noted that even though common assessments are being utilized, the school should “Strengthen teacher use of ongoing checks for understanding and subgroup data from common assessments to ensure that critical adjustments in instruction result in elevated levels of student performance.”

Part 2 – Annual Goal

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

By June 2015, the percentage of teachers receiving a rating of highly effective or effective in Danielson Component 1e, Designing Coherent Instruction, will increase from 72% in 2014 to 75% in 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|--|--|
| ISS and ESL teachers will meet with core content area teams to specifically design differentiation of instruction to support the needs of the ELLs and SWDs based on the principles of RTI (Response to Intervention) and UDL (Universal Design for Learning), which includes the scaffolding of materials, resources, tasks, questions and assessments to facilitate multiple entry points for ELLs and SWDs. These elements will be present in curriculum maps and unit plans published digitally for all teachers to access. | SWDs, ELLs | Ongoing, should be evidenced daily in lesson plans and classroom observations | Teachers, Coaches, SLC Directors, Assistant Principals |
| Pacing calendars will continue to be refined and implemented to build consistency across all content areas. | All teachers | Adjustments to be made ongoing, at least once a month | Teachers, Coaches, SLC Directors, Assistant Principals, Principal |
| Formative assessments will be used to monitor student learning and to revise lesson plans and classroom instruction if need arises. | Entire student population | At least once per unit plan (every 2-6 weeks) | Teachers, Grade Level Leaders, Assistant Principals, Principal, Coaches |
| Curriculum Night Sessions will be held for parents, during which time parents have the opportunity to provide feedback around their child’s courses and the course curriculum. Parental outreach will be incorporated into the weekly agenda for teacher team (SLC) meetings. Teacher teams will convene around their “Case Study” students and share knowledge gleaned from parent contact to ensure all teachers are informed. | Parents and Families | Curriculum Night Sessions will occur once per year and parental outreach in SLCs will occur weekly | SLCs, Lead Teachers, Parent Coordinator, Assistant Principals, Principal Coaches |

Part 4 – Resources Needed

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

- Per-session funding for curriculum writing
- Schedule of intervisitation schedule using best practice “Lab-site” list

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|---------------------|--|--------------------------|--|----------------------------|--|------------------|--|------------------|---|---------------------------|--|---------------|
| x | Tax Levy | | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | x | P/F Set- aside | | Grants |
|---|---------------------|--|--------------------------|--|----------------------------|--|------------------|--|------------------|---|---------------------------|--|---------------|

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

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Part 6 – Progress Monitoring

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

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

- By January 2015, the Professional Learning Committee will analyze school-wide MOTP (Measures of Teacher Practice) data for Danielson Component 1e and make adjustments to the Professional Learning Plan and instructional Assistant Principals will analyze individual teacher data for 1e to provide targeted one-one support and feedback.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Information regarding school-wide goals, instructional focus, action planning and progress monitoring is shared with teacher teams and administration, with goals, mission, vision and instructional focus information public to the school community, students and families in print materials regularly distributed to students’ homes and through our school website. School stakeholders and prospective students are provided with information about thematic SLCs, which they select upon registration in our school. While the above information and regular feedback around frequent classroom visits are shared with teachers, additional, customized professional learning is required to assure growth in individual teacher practice.

In analyzing the school-wide Measures of Teacher Practice (MOTP) data from Advance, several trends are noted, including that three areas for improvement across classrooms are Danielson Components 3b Using Questioning and Discussion Techniques, 3c Engaging Students in Learning and 3d Using Assessment in Instruction. Additionally, in the 2013-2014 School Learning Environment Survey, 42% of teachers either agreed or strongly agreed with the statement, “Overall, my professional development experiences this school year have helped me shift my practice to align to the Common Core Learning Standards and 52% of teachers surveyed either disagreed or strongly disagreed with the statement, “I am receiving professional development that is more tailored to my developmental needs.” Furthermore, in the 2013-2014 PFQR, an area of improvement noted was to “Provide targeted feedback aligned to the Danielson Framework that leads to more fully supported teacher practice, and develop meaningful teacher training experiences that serve to enhance the teaching and learning process,” (QR Indicator 4.1).

Part 2 – Annual Goal

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

By June 2015, credit accumulation will increase for the school’s lowest 1/3 by 3% to an overall 57% of students accumulating 10+ credits per grade, moving from 54% in the 2013-2014 school year.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|---|
| <p>Teacher teams collaborate to common plan and share best practices on differentiating instruction for SWDs and ELLs. Professional Learning opportunities will be teacher led choice based and responsive to periodic surveys.</p> | <p>Students in the lowest third subgroup, SWDs, ELLs and under-credited students</p> | <p>September 2014 – June 2015</p> | <p>Assistant Principals, Small Learning Community Teacher Directors, Literacy Coach and Math Coach, Principal</p> |
| <p>Identify lowest third students who are failing classes and collaborate with assistant principals, teachers and guidance counselors to create individual action plans for each student. Provide students with a variety of Academic Intervention Services based on students’ needs.</p> | <p>Students in the lowest third subgroup, SWDs, ELLs and under-credited students</p> | <p>September 2014 – June 2015</p> | <p>Principal, Assistant Principals, Assistant Principal of Data/Guidance, Assistant Principal of Organization</p> |
| <p>Analyze data from common assessments and modify pacing calendars and curriculum maps across all content areas based on students’ areas of weaknesses.</p> | <p>Students in the lowest third subgroup, SWDs, ELLs and under-credited students</p> | <p>September 2014 – June 2015</p> | <p>Assistant Principals, Small Learning Community Teacher Directors, Literacy Coach and Math Coach, Principal</p> |
| <p>Provide parents with workshops on using Pupil Path as a means to monitor their child’s progress in each class on an ongoing basis.</p> | <p>Students in the lowest third subgroup, SWDs, ELLs</p> | <p>September 2014 – June 2015</p> | <p>Parent Coordinator and all Assistant Principals, Principal</p> |

| | | | |
|--|---|---|---|
| | and under-credited students | | |
| Content Area APs and Math and Literacy Coaches as well as outside coaches (Teacher Development Coach, Science Consultant from CITE), will offer regular and frequent non-evaluative classroom visits with targeted feedback sessions to support individual teacher growth outside of evaluation. The focus of these visits will be on the components of the <i>Danielson Framework for Teaching</i> and will be supported by supplemental professional reading (e.g. timely articles from ASCD's <i>Educational Leadership</i> magazine and texts distributed to all teachers to support their practice, including <i>Teach Like a Champion</i> and <i>Asking Better Questions</i>) | All Teachers | Ongoing, with small group meetings weekly and individual coaching meetings weekly/bi-weekly | APs, Coaches, Consultants, Teacher Development Coach, Principal |
| Professional Learning decisions will be made collaboratively by the school's Professional Learning Committee, comprised of teachers, librarians, coaches and SLC Directors so that the group can regularly collect and discuss feedback from teachers regarding professional learning and make adequate adjustments to the PL Plan and Pacing Calendar for PL sessions. Following the NYC DOE "Handbook for Professional Learning," from the Office of Curriculum, Instruction and Professional Development, Professional Learning sessions will be organized into a "unit" with clear goals, a beginning, middle and end and opportunities for a "bridge to practice," so teachers have an opportunity to implement their learning in between sessions. | All Teachers, Professional Learning Committee | Bi-weekly meetings with PL Committee | Coaches, APs, Professional Learning Committee, Principal |

Part 4 – Resources Needed

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

Teachers, Guidance Counselors, Assistant Principals, posted schedule for all AIS that will be conducted before/after school, weekends and recess, textbooks, laptops, online programs (Skedula, Castle Learning, etc.).

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | x | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

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

Part 6 – Progress Monitoring

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

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

1. At the conclusion of the first term in January 2015 Teacher Teams (SLCs) will analyze semester credit accumulation for Lowest 1/3 students to determine progress and stage intervention/support to students who are falling behind.
2. Teacher teams, in Tuesday "Case Study" meetings, will utilize the inquiry approach to monitor student progress by SLC.
3. In classroom observations, the Principal and Assistant Principals will focus feedback sessions and non-evaluative visits around Danielson Component 3c, Engaging Students in Learning

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Though frequent opportunities are made for parents to become involved in the school community only a small number of parents and family members are actively engaged in these efforts. The Parent Coordinator offers training in Skedula/Pupil Path for parents and holds a variety of workshops. Additionally all teachers log grade and anecdotal records into Skedula so that parents and students can regularly access the information and communicate digitally with their child’s teachers. However, as parent involvement and attendance at school meetings and functions is low, some alternate methods for increasing engagement should be pursued, including gauging parents’ preferences for contact and involvement and increasing parental communication in school-wide instructional decisions.

This need is informed by the percentage of parents completing the School Learning Environment Survey, which was only 14% of parents in 2013-2014. Additionally, 74% of teachers either disagreed or strongly disagreed with the statement, “Families at my school understand what the Common Core Learning Standards mean for their child.” Furthermore, 41% of parents surveyed have never attended a Parent Association meeting, which strongly suggests that there is a missed opportunity for additional parental engagement in school affairs.

Part 2 – Annual Goal

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

By June 2015, parental involvement will increase as indicated by an increase of parents logging into Skedula/Pupil Path from 60% in 2014 to 70% in 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Engage parents in workshops centered on CCLS, Pupil Path, College and Career Readiness and strategies to help their child at home. Parents will be provided with an opportunity to use computers while in the school building and be supported with any trouble-shooting or technology issues by the Parent Coordinator and school staff present. | Entire parent population | September 2014- June 2015 | Assistant Principal of Data/Guidance, Parent Coordinator |
| Hold workshops for families of ELLS, SWDs and other high-need students centered on graduation requirements, college and career readiness. | Parents of SWDs, ELLs and other high-need students | September 2014- June 2015 | Assistant Principal of Data/Guidance |
| Monitor that all information is communicated to families in their preferred home languages. | Entire parent population | September 2014- June 2015 | Assistant Principal of Data/Guidance, Principal |
| Provide opportunities for parents to meet with the administrative and pedagogical staff. | Entire parent population | September 2014- June 2015 | Assistant Principal of Data/Guidance and Assistant Principals of Supervision, Principal |
| Teachers will meet weekly with Guidance Counselors during SLC meetings to discuss student progress and best practices for parental outreach as aligned to Component 4c of the <i>Danielson Framework for Teaching</i> and the <i>NYS Standards for Professional Development</i> , particularly in that “Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.” | Parents and Families, Teacher Teams | Weekly SLC meetings | Guidance Counselors, Teachers, Parent Coordinator, SLC Directors, Principal |

Part 4 – Resources Needed

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

Parent Coordinator, Teachers, Assistant Principals, collaboration with outside organizations, workshop materials (various texts, laptops, online resources), Materials for Parent Association Meetings.

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | x | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

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

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Part 6 – Progress Monitoring

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

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

- Per marking period, analyze parental usage data for Skedula and engage in outreach to further progress and give an internal parent survey by February 2015 to determine response level and make adjustments prior to administration of the School Learning Environment Survey.

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

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

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

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | Students who are in jeopardy of failing a course are identified for every marking period. Students who fail the ELA Regent. ELLS and SWDs identified for target support. | ILearn Extended Day APEX online program ACHIEVE 3000 Castle Learning | Tutoring Peer Tutoring Small Group counseling Regents Intensive Institute One-to- one counseling Targeted support in the writing center | All services are offered during the school day, before, after school and Saturday Academy. |
| Mathematics | Students who are in jeopardy of failing a course are identified for every marking period. Students who fail the Regents. ELLS and SWDs identified for target support. | ILearn Extended Day APEX online program ACHIEVE 3000 Castle Learning | Tutoring Peer Tutoring Regents Intensive Institute One-to-One Targeted support in the math center | All services are offered during the school day, before, after school and Saturday Academy. |
| Science | One-to-one tutoring in all science disciplines: Earth Science, Chemistry, Living Environment. | ILearn Extended Day APEX online program Blended Learning Castle Learning | ILearn Extended Day APEX online program ACHIEVE 3000 | All services are offered during the school day, before, after school and Saturday Academy. |
| Social Studies | Double period Global and American History classes. Small group conferencing. | ILearn Extended Day APEX online program ACHIEVE 3000 Castle Learning | ILearn Extended Day APEX online program ACHIEVE 3000 | All services are offered during the school day, before, after school and Saturday Academy. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselor identifies students who are in jeopardy of failing 2 or more classes. These students are programmed to include AIS support such as tutoring, Extended day and | One on One counseling Small group counseling Pre and Post Suspension conferences Guidance Counselors check ins | Small group counseling One-to one counseling ILearn Extended Day APEX online program ACHIEVE 3000, mandated counseling, mediation, sports and | All services are offered during the school day, before, after school and Saturday Academy. |

| | | | | |
|--|---|--|--|--|
| | <p>Saturday Academy. We have partnered with Global Kids who work with 9th and 10th graders who are at risk to establish good attendance practices. The school psychologist conferences with parents and students on a weekly basis through Educational Planning. Additionally, students with low attendance and those receiving suspensions or involved in incidents are targeted for support by Guidance Counselors.</p> | <p>ILearn Extended Day APEX online program ACHIEVE 3000 Castle Learning,</p> | <p>special interest clubs (e.g. martial arts, film, dance, etc.) offered in partnership with the 21st Century Grant</p> | |
|--|---|--|--|--|

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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 more 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.

2b. High Quality and Ongoing Professional Development

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

Data analysis is conducted by the PD Committee; PD is structured around the target needs of ALL students.

Part 3: TA Schools Only

3a. Use of Program Resources

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

PS daily rate funding for tutoring, after school enrichment opportunities, Regents prep, Saturday Academy; Tax Levy Funds for software, textbooks, supplies, and equipment.

3b. TA Coordination with the Regular Program

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

6. Provide quality PD across all content areas, including outside organizations to further develop and support staff in all aspects of instruction.
7. OTPS will be used to support funding for textbooks, computers, SMART BOARDS, supplies and other instructionally utilized technology/equipment.
8. PS funding will be utilized to provide tutoring services, Saturday academy, extracurricular instructional support and administrative services.
9. 1% allocation for parent involvement.

10. Added Title 1 funding for ELLS, including software to assist the ELL population.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. William Cullen Bryant High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. William Cullen High 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., parent workshops on CCLS, Curriculum Night and the use of technology.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, Curriculum Night, ESL classes curriculum and assessment expectations; classes on technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Meeting where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

William Cullen Bryant High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by

Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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.

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

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

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

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

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

| Part A: School Information | |
|--|-------------|
| Name of School: William Cullen Bryant H.S. | DBN: 30Q445 |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information | |
|---|--|
| The direct instruction component of the program will consist of (check all that apply): | |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy | |
| Total # of ELLs to be served: 422 | |
| Grades to be served by this program (check all that apply): | |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 11
of certified ESL/Bilingual teachers: 11
of content area teachers: 4

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 will supplement our Free-standing ESL and NLA Programs under Part 154 by offering socio-emotional and new academic opportunities for our ELL students to collaborate, assimilate and achieve success overall. A total of 422 ELL students will have the opportunity to attend up to 26 Saturdays totaling 78 hours of additional supplemental instructional support plus daily afterschool sessions for up to 26 weeks beginning in October and ending in June 2015. Our instructional program will support all English Language Learners grades 9 through 12, designed in an afterschool program from 2:30-4:30 pm and a Saturday Academy Program from 8:30-11:30 am respectively, in the content areas with English language development impacting their credit accumulation and regents scores. Students will attend two courses each Saturday focusing on literacy skills, beginning and advanced reading, as well as writing and speaking to complement the day program coursework and “push-in” classes ending in the ELA Regent, Content Regent and the NYSESLAT Exam. Staggered daily content support will parallel the 2 student regular day sessions allowing students to attend multiple after school support twice a week in the content areas. Cultural Trips will be planned for students to visit the Statue of Liberty, Ellis Island, and/or shows. All teachers are state certified holding bilingual content area certifications in Math, Science and Social Studies: namely Living Environment, Algebra, Global and American History. All ESL teachers are certified. Teachers will use a variety of texts and supplementary resources in combination with Q-TEL, scaffolding, and differentiation strategies; e.g. Holt Science Reading in Life Science, Science Skills Reading in the Content Areas; ESL; All American Stories, Reading to Write, Visions, Social Studies DBQs and past Regent Exams. Newly arrived students, SIFE students, students of the Regent Cohort, ELL-SWD and those having failed classes and Regent exams, will be supported with increased one-on-one supplementary instruction. An item analysis determining strengths and weaknesses of previous exams and coursework will serve as the basis for the skill work implementation. Students will be able to make up Labs, reinforce their challenging areas such as Global History, strengthen their language skills, and develop their conceptual thinking needed across all curricula. All supplies such as easel charts, markers, notepads, supplemental texts/textbooks, Smart board, and computers will be dictated by the student-centered learning activities. Given the number of teachers working in our Title III Program, a separate supervisor is needed solely for this program.

Part C: Professional Development

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: Professional Learning for Teachers of ELLs will be ongoing throughout the year. All 11 teachers of ELLs will participate in the professional learning circles and activities on a monthly basis, beginning from September 2014 to May 2015. The majority of the Professional Learning will take place in-school, during select Wednesday, Thursday and Friday SLC sessions from 11:23am-12:09pm, and during our Professional Learning Community inquiry-based engagement sessions during period 5 on Mondays from 11:23am-12:09pm, inclusive of outside venues, once every other month beginning on select days in October. Teachers will be trained in the new NYSESLAT exam, Integration of Informational Text specifically on December 5th, scaffolding and questioning to support skill development, and rigor. "EngageNY; interclass visitation, PD on Chancellor's Conference Days, CITE, Content Area PDs, Faculty PDs, and Saturday PD Retreats will set a forum for sustained collaboration and encourage modification and adaptation of curricula used in ELL instruction. The focus will remain on ESL methodologies and strategies such as "Think/Write-Pair-Share" with a push for integration of the Writing Process, the wide use of differentiation and scaffolding, with the use of Webb's DOK levels of questioning as a means to building interactive classrooms. Teachers of ELLs will build on these best practice topics as they relate to and impact our ELL population, expanding this methodology to all the teachers of the content areas school-wide. Teachers of ELLs will be trained in these researched-based strategies and practices, delineated in books such as, Teaching English Language Learners and The Differentiated Classroom. Teachers will spearhead the movement by opening up their classrooms as "Instructional Lab Sites" to further facilitate ongoing professional learning sessions. They will highlight academic language and tiered vocabulary as a segue for ELL writing.

Part D: Parental Engagement Activities

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

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

Begin description here: Our Parent Orientation for ELLs on October 17th secured our intention for our yearly parental engagement. Parent workshop topics were introduced and important educators in ELL students' lives were present to place a name with the face for one-on-one connection and future outreach and support. On Tuesday, November 25, 2014, in collaboration with the NY Coalition of Immigration, workshops were launched to form an alliance and specifically support ELL parents when researching colleges, applying for financial aid, and finding the best fit for their young adult students. An upcoming workshop on Thursday, January 22, 2015 from 6:30 pm-8:30 pm entitled "Your Child Can go to College" will "kick off" the monthly spring series precipitated by the parental needs survey. These

Part D: Parental Engagement Activities

workshops will be ongoing and will take place on the third Thursday of each month. Additionally, beginning on February 26, 2015, the Parent Coordinator will direct parental workshops sponsored by ELMCOR providing a 28 total hour series entitled, "Building and Strengthening Families." These workshops will be at no cost to Title III funds. Bilingual counselors will provide outreach to parents and workshops addressing the following topics: the American High School/NYS Diploma Requirements, HS study tips and guides, the American College system and the SAT/ACT/TOEFL. The importance of the NYSESLAT exam and the impact it has on students' programming. Bilingual Para-professionals who speak Arabic, Bengali and Hindi will be invited to attend these workshops to welcome parents and assist in translation. All materials provided to parents will be at no cost to Title III. Monthly PA meetings take place in the school's library on the 2nd Tuesday of each month at 7:00pm, to engage ELL parents in "How to Obtain Community Resources" and build school community. Outreach and information to parents will continue to be shared via our phone messaging system, "backpack" letters in the 3rd period classes, postings on the school's website, through an electronic Parent Coordinator's Newsletter, and flyers. Announcements are made daily, with information to be shared at home of the upcoming festivities. Parents will be invited to chaperone trips and will be honored at our next Newcomers UNITED on the Green SLC celebration Day in the spring.

Part E: Budget

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

Allocation Amount: \$58064

| 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 | \$34,838.35 | \$32,936.11 Saturday & Weekday teacher salaries for direct instruction \$1902.24 supervisor |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | \$2524.50 | \$2524.50 Two Professional Learning sessions with a vendor at no cost to Title III |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | 20% of 58,064 = \$11,600 | 29 IPADS @ \$400 = \$11,600 |
| Educational Software | \$1241.70 | 10 Rosetta Stone licenses |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$58064

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-------------------|--------------------|---|
| (Object Code 199) | | |
| Travel | \$2327.00 | student instructional trips to NYC |
| Other | \$250 | parent food |
| TOTAL | \$58,064.00 | \$58,064 |

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--|-----------------------|--------------------------|
| District 30 | Borough Queens | School Number 445 |
| School Name William Cullen Bryant High School | | |

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

| | |
|--|--|
| Principal Ms. Namita Dwarka | Assistant Principal Ms. Maria Troianos, AP ESL/SS |
| Coach Carol Singleton, Literacy Coac | Coach |
| ESL Teacher Christina Halicos | Guidance Counselor Ms. Michelle Frankson |
| Teacher/Subject Area Jackie Exarhos, ISS Coordinato | Parent |
| Teacher/Subject Area | Parent Coordinator Mr. Camilo Galvis |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) | 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 currently teaching in the ESL program. | 11 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 2674 | Total number of ELLs | 444 | ELLs as share of total student population (%) | 16.60% |
|--|-------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input 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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 2 | | 2 | 4 | 8 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | 6 | 5 | 6 | 11 | 28 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 8 | 15 | 36 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|-----|
| All ELLs | 443 | Newcomers (ELLs receiving service 0-3 years) | 228 | ELL Students with Disabilities | 102 |
| SIFE | 69 | ELLs receiving service 4-6 years | 103 | Long-Term (completed 6+ years) | 112 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 58 | 24 | 0 | 14 | 4 | 0 | 3 | 0 | 0 | 75 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 170 | 28 | 7 | 89 | 3 | 28 | 109 | 10 | 67 | 368 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------------|-----------|------------------|------------|----------|------------------------------------|------------|-----------|-----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| Total | 228 | 52 | 7 | 103 | 7 | 28 | 112 | 10 | 67 | 443 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE Spanish | | | | | | | | | | 17 | 20 | 12 | 24 | 73 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 17 | 20 | 12 | 24 | 73 |

*EP=English proficient student

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

This Section for Dual Language Programs Only

| | | |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: ____ |
| 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 | | | | | | | | | | 92 | 77 | 30 | 39 | 238 |
| Chinese | | | | | | | | | | 0 | 1 | 3 | 2 | 6 |
| Russian | | | | | | | | | | 0 | 1 | 0 | 0 | 1 |
| Bengali | | | | | | | | | | 13 | 15 | 14 | 12 | 54 |
| Urdu | | | | | | | | | | 8 | 5 | 3 | 3 | 19 |
| Arabic | | | | | | | | | | 11 | 17 | 5 | 4 | 37 |
| Haitian | | | | | | | | | | 0 | 1 | 0 | 0 | 1 |
| French | | | | | | | | | | 2 | 0 | 0 | 1 | 3 |
| Korean | | | | | | | | | | 0 | 0 | 1 | 0 | 1 |
| Punjabi | | | | | | | | | | 4 | 2 | 0 | 2 | 8 |
| Polish | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| Albanian | | | | | | | | | | 0 | 3 | 0 | 0 | 3 |
| Other | | | | | | | | | | 11 | 28 | 10 | 24 | 73 |
| TOTAL | 0 | 141 | 150 | 66 | 87 | 444 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|-----------|-----------|------------|
| Beginner(B) | | | | | | | | | | 34 | 21 | 2 | 7 | 64 |
| Intermediate(I) | | | | | | | | | | 40 | 52 | 24 | 25 | 141 |
| Advanced (A) | | | | | | | | | | 45 | 62 | 32 | 43 | 182 |
| Total | 0 | 119 | 135 | 58 | 75 | 387 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|-----|-----|----|-----|
| SPEAKING | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | 101 | 222 | 76 | 62 |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | 145 | 359 | 88 | 118 |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

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

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 318 | | 68 | |
| Integrated Algebra | 232 | 0 | 124 | |
| Geometry | 39 | 0 | 18 | |
| Algebra 2/Trigonometry | 12 | 0 | 5 | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | 9 | 0 | 5 | |
| Earth Science | 83 | 0 | 35 | |
| Living Environment | 149 | 3 | 51 | 2 |
| Physics | | | | |
| Global History and Geography | 106 | 21 | 38 | 10 |
| US History and Government | 110 | 24 | 41 | 20 |
| Foreign Language | | | | |
| Other <u>Spanish NL</u> | | 15 | | 15 |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 7 | 17 | 14 | 19 | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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. For example, in the 2012-2013 school year, students in an intermediate ESL class began with an average lexile score of 434. At the midpoint (February), their lexile score increased to 550. At the end of the program, the average lexile score continued to increase and was at 571. Overall the lexile score increased by 137. This is characteristic of all levels and the program continues to help build students' reading and writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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). 2013 NYSESLAT resulted in 70 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 the ESL Dept.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
After receiving the NYSESLAT report, teachers examine the data and use the information to drive instruction. Teachers focus on the weaker modalities. In the past, data has shown that the students are weakest in the reading/writing modalities. As a result, teachers have shifted their instructional strategies to include more informational texts, meaningful vocabulary/academic language, scaffolding, and argumentative writing, etc.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

TBE - 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. Students These students use the native language exam along with the English one. Students also use translation dictionaries and glossaries when exams in the alternative language are not available. 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 - Students use translation dictionaries and glossaries when exams in the alternative language are not available. 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. ELLs taking exams in English in Algebra, Geometry, Alg 2/Trig, Chemistry, and Earth Science show that 50% are passing. They are weaker in Global History (38 passing out of 106) and US History and Government (41 passing out of 110). Students would benefit by taking these exams in the alternative language and they are encouraged to do so. Results show that students taking the Global Regents in the Native Language do much better (10 passing out of 21) and the US History and Government (20 passing out of 24) as well.

Both - 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
There is a TBE program in place for Spanish speakers. The premise of this program is to provide students with the critical thinking skills which will help students build on their prior knowledge of the subject matter and transfer that knowledge from their native language to English. Data from the NYSESLAT, LAB-R and Spanish LAB provides information to teachers which can be utilized to differentiate

instruction in the class to best meet the needs of the students. The TBE program for Spanish speakers and the ESL program both use similar strategies to assist and empower students to succeed. The reinforcement of these strategies (Disciplinary Literacy, Cloze Reading, Meaningful Vocabulary, Scaffolding and a variety of rigorous tasks which include high order thinking are aligned to the Common Core grade level of the students) in both programs benefit the students and help in the development of the second language.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The program is evaluated by the number of ELLs who pass the NYSESLAT. The number of ELLs passing the NYSESLAT has continuously increased. Even in the administration of the revised NYSESLAT in the spring of 2013, 70 students showed proficiency. The number of ELLs has decreased steadily in the last ten years. It decreased from 500 (2012-2013) to 444 (2013-present).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

(FYI - Bryant HS has a bilingual Parent Coordinator, a 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 (watch the DVD) to the ELL program and HS at registration in native language; LAB coordinator in Spanish and Greek; aide in Spanish; bilingual ESL teachers in Chinese, Korean, Greek; NLA teachers in Spanish, French, Italian, and bilingual paras in Hindi, Urdu, Bengali, and Arabic assist as needed by parents. Longer, official Parent Orientation sessions are given during the year by the APS, LAB-R Coordinator and the bilingual counselor that explain the ESL program, HS course and regent exam requirements and college information. Bilingual paras and teachers 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.
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.

Parents receive HLS and parent survey choice forms in their languages which they complete and return. Parents receive an individual interview/ orientation (watch the DVD) to the ELL program and HS at registration in native language; LAB coordinator in Spanish and Greek; aide in Spanish; bilingual ESL teachers in Chinese, Korean, Greek; NLA teachers in Spanish, French, Italian, and bilingual paras in Hindi, Urdu, Bengali, and Arabic assist as needed by parents. This is done on the day students come in to be registered at the school. All forms are completed and collected at that time. If a parent selects a bilingual program and the school does not have sufficient numbers to open the program., the student is offered ESL as an option. The school maintains a list of all students with the same home language. Once the number reaches 20 or more at the same grade level and with the same home language, the school can implement the bilingual program. Parents must be notified again and asked if they still want the student to participate in the bilingual program. If a parent is adamant about the bilingual program, and the school does not have the

program, the student's information and request should be sent to ELLProgramTransfers@schools.nyc.gov. Longer, official Parent Orientation sessions are given during the year by the APS, LAB-R Coordinator and the bilingual counselor that explain the ESL program, HS course and regent exam requirements and college information. Bilingual paras and teachers assist as needed. Parents are informed orally (with translators) and by translated letter of the orientation sessions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 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. 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.
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.

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. 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. Bilingual and ESL content area classes have specific code designations. Parents receive the Continued Entitlement letters in their languages and are encouraged to call/visit the school, as well as attend the Parent Orientation meetings held with any questions/concerns.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 the BESIS Coordinator. 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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. In 2012-2013, 59 families chose Freestanding ESL, 29 families chose TBE (24 Spanish, 2 Arabic, 2 Bengali, 1 Punjabi) and 6 families chose Dual Language (2 French, 1 Spanish, 1 Tagalog, 1 Punjabi, 1 Bengali). In 2013-Present, 42 families have chosen Freestanding ESL, 13 families have chosen TBE (13 Spanish) and one family has chosen a Dual Language Program (1 Urdu). (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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 ESL teachers who Push-in content area classes (Living Environment and Algebra). There are special needs ELLs in self contained, classes programmed according to their level. Bilingual special ed. ELLs receive support from bilingual paras.

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)?

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 Skedula, LAT scores and students' standardized test scores.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 (Disciplinary Literacy, Cloze Reading, Meaningful Vocabulary, Scaffolding) and a variety of texts. Rigorous tasks which include high order thinking are aligned to the Common Core grade level of the students.

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

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. In addition, students are given the ELE Exam and newly admitted students receive the Spanish LAB.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Data from the NYSESLAT is used to understand students' strengths and weaknesses in the four modalities (Speaking, Listening, Reading and Writing). Teachers use various practices such as: collaborative discussions and debates, role playing, open-ended and strategic responses and multifaceted intense vocabulary instruction as well as content based thematic units of study to continually evaluate students' progress in the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

There are various ESL and content area courses for different subgroups. Bryant offers seven 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.
- b. Newcomers are programmed as per their assessed ability, grade and transcript evaluation. There are beginner, high beginner and low and high intermediate courses. In addition there is a special 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 and low intermediate courses, as well as the Regents preparation courses. Students also benefit from the Achieve3000 program .
- d. Long Term ELLs are programmed for special (ISS) and high advanced Regents preparation courses as well as Achieve 3000 classes 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.
- e. 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. There is daily afterschool tutoring in multiple levels of ESL. Former ELLs may be programmed for a double period ELA or math course as per needs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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, and create a variety of teacher adapted resource materials in addition to required HS course texts.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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 2013 – Spring 2014

English as a Second Language: ESL: Beginner, Intermediate, Advanced 28 Classes

(3 pds.) (2 pds.) (1 pd.)

English Language Arts for ESL: Advanced (Part 154) Classes

| | |
|---|--------------------|
| ISS Self-Contained Free Standing ESL | 1 Class |
| Native Language Arts: Spanish | 5 Classes |
| Mathematics: | (Total 14 classes) |
| Bilingual Classes (N) | 3 Classes |
| ESL Classes (Q) (includes Push-In(Algebra)) | 11 Classes |
| Social Studies: | (Total 11 Classes) |
| Global Studies – Bilingual Spanish (N) | 1 Class |
| Global Studies – ESL (Q) | 7 Classes |
| US History – Bilingual Spanish (N) | 1 Class |
| US History – ESL (Q) | 0 Classes |
| Participation in Government – Bilingual Spanish (N) | 1 Class |
| Participation in Government – ESL (Q) | 1 Class |
| Science: | (Total 11 Classes) |
| Earth Science – Bilingual Spanish (N) | 1 Class |
| Earth Science – ESL (Q) | 3 Classes |
| Living Environment – Bilingual Spanish (N) | 1 Class |
| Living Environment – ESL (Q) (includes Push-In) | 5 Classes |
| Environmental Science – Bilingual Spanish (N) | 0 Classes |
| Environmental Science – ESL (Q) | 1 Class |

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 |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

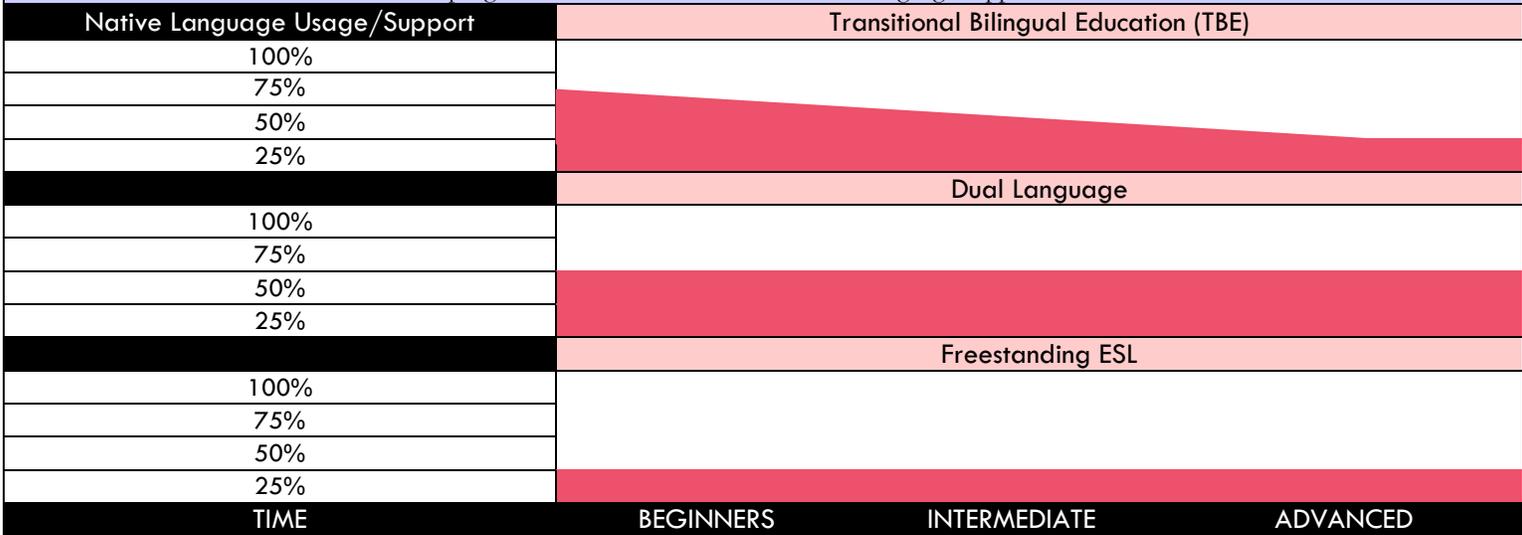
| | Beginning | Intermediate | Advanced |
|--|--------------------|---------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The data from the last three administrations (2011, 2012, 2013) of the NYSESLAT has shown that the ELLs are moving along nicely: 38 moved from level B to I, 3 moved from level B to A, 113 moved from level I to A, 25 moved from level I to P, and 71 moved from level A to P.
11. What new programs or improvements will be considered for the upcoming school year?
- Teachers are re-examining curriculum to incorporate more non-fiction texts and essential questions. The Newcomers Academy allows for the collaboration between ESL and content area teachers. It gives teachers an opportunity to discuss specific students' needs and create plans to ensure progress and academic success.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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 #9) There is a Title III program. Students may attend Saturday Academy and weekday tutoring programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL has its own computer lab for Achieve3000. Achieve3000 is available in Spanish to students participating in the program. Students are exposed to differentiated informational texts according to their individual lexile level. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New ELLs are invited to attend orientation sessions.
18. What language electives are offered to ELLs?
- ELLs may elect Spanish, French or Italian language courses.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

ESL 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 /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/Literacy Coach 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/Literacy Coach 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.

D. Parental Involvement

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

Correspondence is sent to parents in different languages. 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. English Language Learning class is also offered to parents on Saturdays.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: W. C. Bryant High School

School DBN: 30Q445

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|---------------------|-----------|-----------------|
| Namita Dwarka | Principal | | 1/1/01 |
| Maria Troianos | Assistant Principal | | 1/1/01 |
| Camilo Galvis | Parent Coordinator | | 1/1/01 |
| Christina Halicos | ESL Teacher | | 1/1/01 |

| | | | |
|-------------------|------------------------------|--|--------|
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Carol Singleton | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Michelle Frankson | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| Jackie Exarhos | Other <u>ISS Coordinator</u> | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **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 the RLER report (LEP eligibility roster) to identify ESL entitled students currently being served.
3. Examined RHLA report to identify the home languages of the 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 (eg. 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, Pupilpath 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 SLC meetings and individual interactions between the ESL AP and the 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 17 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, Hindi, Urdu and/or Arabic.
4. Parents receive registration (parent choice form, entitlement letters, continued entitlement letters, 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 17 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.. 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. The Director of Youth Development and the Parent Coordinator provide the Parent's 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.