



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 25Q425 – JOHN BOWNE HIGH SCHOOL**  
**ADDRESS: 63-25 MAIN STREET, FLUSHING, NY 11367**  
**TELEPHONE: (718) 263-1919**  
**FAX: (718) 575-4069**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q425      **SCHOOL NAME:** John Bowne High School

**SCHOOL ADDRESS:** 63-25 Main Street, Flushing, NY 11367

**SCHOOL TELEPHONE:** (718) 263-1919      **FAX:** (718) 575-4069

**SCHOOL CONTACT PERSON:** Ian Kamen, APO      **EMAIL ADDRESS:** IKamen@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Naomi Eutsey

**PRINCIPAL:** Howard Kwait

**UFT CHAPTER LEADER:** Christopher Garry

**PARENTS' ASSOCIATION PRESIDENT:** Tricia Astuto

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jeanae Duncan; Kalihea Nozile

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** CFN 13

**NETWORK LEADER:** Gerard Bierne

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position/Constituency Represented	Signature
Howard Kwait	*Principal or Designee	
Christopher Garry	*UFT Chapter Chairperson or Designee	
Tricia Astuto	*PA/PTA President or Designated Co-President	
Jane Reiff	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jeanae Duncan	Student Representative,	
Kalihea Nozile	Student Representative	
Pending UFT Vote	Teacher	
Ivan Castillo, Parent Coordinator	Visitor	
Vanessa Boodhoo	Teacher	
Naomi Eutsey	CSA	
Allison Monroe-Bentley	Parent	
Karen Hurtubise	Parent	
Karen Ferguson	Parent	

\* Core (mandatory) SLT members.

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Name	Position and Constituent Group Represented	Signature
Howard Kwait	*Principal or Designee	
Christopher Garry	*UFT Chapter Chairperson or Designee	
Tricia Astuto	*PA/PTA President or Designated Co-President	
Sonia Rueda	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanae Duncan	Student Representative	
Kalihea Nozile	Student Representative	
Ivan Castillo, Parent Coordinator	Visitor	
Pending UFT Vote	Teacher	
Vanessa Boodhoo	Teacher	
Naomi Eutsey	CSA	
Jane Reiff	Parent	
Allison Monroe-Bentley	Parent	
Karen Hurtubise	Parent	
Karen Ferguson	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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We take pride in being one of the most diverse school communities, not only in Queens, but New York City. John Bowne High School offers a wide variety of programs for our students: Agriculture (Ed-Opt Program), Center for Writing (Ed-Opt Program), Science Research Program with Doshi Diagnostic Laboratories (Screened Program), Bowne Leadership Institute (BLI), and Bowne House. Serving communities within Queens and the other boroughs are only part of our successes. With the assistance of dedicated staff members, we see each student as an individual and actively pursue optimal academic, emotional and social success. However, as amazing as our staff is, the partnerships we have with our parents and guardians forge the best results.

John Bowne aims to provide success and opportunity for all students. We expect that all of our students will be challenged to meet high academic standards and will leave John Bowne as literate, committed life long learners. We provide for all students a learning community so that they can be prepared for the future, which requires on-going education upon completion of high school. We seek parental community and professional involvement in our ongoing school development.

It is our goal to develop strategies within our comprehensive educational plan that enhance relations and improve communication among students of different backgrounds, foster positive attitudes toward school, assist acculturation for our ethnically diverse population, strengthen community feeling and raise academic and vocational aspirations. Our goal is for each John Bowne student to meet New York State learning expectations, respect other individuals, appreciate all cultures, work for the community and country, and be a contributing citizen of the world.

Our school can and will be the center of our community as it once was. Our school has a plethora of extra-curricular activities, including athletic teams and clubs. Over the last two years, our mantra/vision for all school community members is clear and succinct, "The Relentless Pursuit of Success." The details and roadmap of how to attain success may vary for each of us; nonetheless, when we relentlessly pursue our success, we achieve both internal and external pride.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	John Bowne High School				
<b>District:</b>	25	<b>DBN #:</b>	25Q425	<b>School BEDS Code:</b>	342500011425

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					80.0	79.4	81.7		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					90.5	92.5	94.5		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					70.7	65.4	83.6		
Grade 8									
Grade 9	1226	1416	1258	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	767	709	908	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	503	507	520		175	122	TBD		
Grade 12	552	490	423						
Ungraded	1	4	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	3049	3127	3114		234	215	202		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative				Principal Suspensions	619	605	365		

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others				Superintendent Suspensions	84	93	102
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	44	41	83	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	177	174	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	51	55	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	6	TBD
	243	273	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.3	97.8	TBD
American Indian or Alaska Native	0.4	0.6	0.5	Percent more than two years teaching in this school	84.6	80.6	TBD
Black or African American	23.9	34.0	22.7	Percent more than five years teaching anywhere	66.5	68.3	TBD
Hispanic or Latino	47.5	46.4	43.9				
Asian or Native Hawaiian/Other Pacific Isl.	23.3	24.1	27.6	Percent Masters Degree or higher	89.0	87.0	TBD
White	4.8	4.6	4.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	98.9	TBD
<b>Male</b>	48.8	50.5	49.7				
<b>Female</b>	51.2	49.5	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:	

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> )	Category (Check <input checked="" type="checkbox"/> )		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			<input checked="" type="checkbox"/>

Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )		Secondary Level ( <input checked="" type="checkbox"/> )	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	<input checked="" type="checkbox"/>

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X	<input checked="" type="checkbox"/>	66
<b>Ethnicity</b>							
American Indian or Alaska Native				--	--	--	
Black or African American				<input checked="" type="checkbox"/>	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
White				--	--		
Multiracial						--	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>Other Groups</b>							
Students with Disabilities					X	X	
Limited English Proficient					X	√sh	
Economically Disadvantaged					√	√	
<b>Student groups making AYP in each subject</b>					3	3	1
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	51.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **English Department**

With the transition to cohort testing which began in 2007, our students have been given more opportunities to sit and pass the exam. There is an increase in awareness of the four year timetable for high school graduation. Due to the change, students began testing in their junior year as opposed to their senior year. The number of students who sat for the exam in January 2010 increased to 694 students. This number increased to 728 in 2009. Our passing percentage increased from 73.08% for Cohort 2009 to 76% for Cohort 2010. We continue to focus on increasing the attendance of students for these examinations. For the 2009-2010 school year, we did not meet AYP in the Spanish, Black and Special Education subgroups, which therefore meant that we had to investigate how we could target these groups effectively. This required the English Department to revamp its book list to incorporate the cultural needs of our students, to focus on instruction which is based on a differentiated approach that reflects student choice and student interests, and to utilize formative and summative assessments more diligently to monitor and prepare students for the state examinations. Conjointly, the English Department is working on creating meaningful rubrics for students which informs them of the skills they need to master the different tasks of the Regents examinations.

The English Department is happy to report an increase in student passing percentages from a 73% passing rate for the 2008-2009 school year to a 78% for the 2009-2010 school year. This increase is primarily due to the utilization of uniform midterms and finals in the department as well as a uniform grading policy. Student work is being assessed during department meetings and teachers are now working together to create opportunities for students to demonstrate learning through multiple modalities. We will continue to work on how we can increase student productivity and performance in the classroom as we focus more on professional development which targets the daily incorporation of differentiated instruction.

The English Department piloted testing students sophomore year with the Doshi students who achieved a 100% passing rate. For the 2010-2011 school year, we will begin testing all students during the sophomore year in order to begin moving students to Regents Prep classes earlier.

## **Mathematics Department**

- SWD subgroup needs to increase the number of students taking Algebra Regents and number passing Algebra Regents.
- ELL subgroup continues to improve and now meets AYP for Cohort 2010.
- Hispanic subgroup is improving in “number tested” and “number passing” but still must make more improvement.
- Department (Math) subject class percent pass is now at 75% and needs to work towards 80% pass.
- Student weaknesses must be identified regularly and with more specificity.
- Student weaknesses must be made known to students and parents and documented by teachers.
- There must be formal remediation packets offered to students to help them more toward success.
- Student work must be analyzed regularly with rubrics and the information communicated to students and parents.
- Greater attention must be given to improving subject class attendance.
- Students must formulate goals for themselves and their progress toward meeting those goals must be monitored regularly by the subject teachers.

## **Doshi – Science and Math Program (Q14H) at John Bowne High School in collaboration with Doshi Diagnostic Laboratories**

The 2009-2010 academic school years has proven to be quite successful for the 238 students that are in the Doshi Program. They represent our 2nd class exposed to a rigorous academic program. The students are blocked within an academy lending to a smaller learning environment. Doshi academy teachers meet once weekly and discuss the progress of students. This academic infrastructure lent itself to positive outcomes such as increased attendance, GPA and parental involvement. Our passing rate is 95% and average attendance rate is between 87% to 99% weekly. several of the students were tracked into second year math such as geometry and 6% are currently taking chemistry as freshmen as well.

Barriers that may need to be considered are student placement in classes outside the academy and large class size for Doshi courses.. Also due to academy programming restrictions student choice of classes were limited. A more defined interdisciplinary curriculum is being developed as well. However a rigorous and honor roll system was upheld through this small learning environment and interdisciplinary efforts were made. Students were required to maintain an 85 average to be considered in good academic standing and were required to pass additional courses such as science research and Latin in addition to the traditional freshmen state curricular.

As an academy we performed exceptionally well. 53% of all Doshi Freshman taking Latin exceeded the national standard with 4 getting a perfect score of 40/40. 100% of all Doshi students passed their foreign language regents. 98.25% passed the Algebra Regents while 81% passed the Geometry Regents. 93% of the freshmen passed the Living Environment Regents, while 71% passed Chemistry. 100% of all Doshi students taking the U.S. History Regents passed and 100% (89 students) taking the English Regents as sophomores passed ahead of schedule.

As an academy, we pursue participation in various competitions such as the Regional Science Olympiad where the Doshi students received 5 medals in events ranging from Sumo bots to Dynamic Planet. Doshi students also placed in the Regional Bridge Building Competition this year as well. One of our finest accomplishments again was being invited to the final rounds of the New York City Science and Engineering Fair Round. The NYSCEF is a prestigious event that showcases the top 25% of student research across the city. We also participated in York College Science fair and placed 2<sup>nd</sup>

city wide. Top performing Doshi students have been interviewed and a Doshi Student Ambassador organization has been founded as well. We also were involved in community service projects by participating in the Golden Apple Program sponsored by the Department of Waste and Recycling.

The administration aids in making this a success by providing resources to aid teachers in delivering higher quality instruction which includes technology and differentiated instruction. Doshi Diagnostics aids in financially supporting trips and equipment needed for various projects and school activities.

We currently have 130 filled seats for upcoming 2010-2011 academic school year and plan on making revisions to include more volunteer work and a mentoring program for the incoming freshmen students.

The Doshi program is again being expanded by approximately 150 students in the Fall of 2009 and will include 10 research classes. The incoming students will again take a mandatory year of Latin and an additional science class. A mentor program will be put in place and all incoming freshmen will be assigned a “Big Sibling” mentor as part of our “Big Sib, Lil’ Sib” program. Weekly meetings with the Doshi Teachers to set goals and plan for instruction based on individual student needs and the needs of the program as a whole will continue in 2009-2010.

## **Social Studies**

1. Although there has been progress, too few students receive scores of 4 or 5 on Regents essays. We must accelerate the social studies essay writing initiative.
2. The greatest accomplishment has been the evolution of student centered learning to individualized student centered learning addressing the learning styles and skill levels of individuals in the class.
3. The most significant aid to continuous school improvement is the willingness to innovate and proactive changes by staff members. A significant barrier to continuous improvement is the difficulty in adapting many students and households to the requirements and expectations of the Chancellor of New York City and NYSED.

**Special Education** – Our ISS subgroup has not made AYP in 2007-2008 or in 2008 - 2009, however, the graduation rate was met for Students with Disabilities in the year 2008-2009 with a 5% increase in the graduation rate. According to the Quality Improvement plan, the department met all of the interim targets of 5% increase in ELA and Math in February, although the target was set for June. This does not factor in the Component re-tests in Math and ELA , which were administered this past May. Overall, an increase in participation rate and ongoing progress toward AYP is expected for Students with Disabilities in spite of increasing numbers in the Cohort. In the Cohort of 2005, we had 66 students. In subsequent years, 2006-2007, the subgroup was too small to be counted in the Cohort. In 2005-2006 the Cohort was small; however, the AYP target was reached. In the 2009-2010 year, all targets of 5% improvement in Math and ELA were met by February by employing methods of Differentiated Instruction and an emphasis on reading and writing across the content area. Additionally, teachers attended Professional Development sessions to assist with strategies to improve instruction. Teachers were encouraged to attend training sessions in small groups within the department of Special Education and in the content areas that they teach.

There has been an improvement in graduation rate of Students with Disabilities. In the 2007-2008 school year , we did not make the progress target of 22% according to the QIP (Quality Improvement Plan). In the school year, 2008-2009, Students with Disabilities exceeded the progress target on the QIP and we met the Graduation Rate. We increased to 27%, which is a 5% increase.

Some of the reasons for this are the increase in participation rate for all of the Regents exams, and the results for the Component re-test in English. Additionally, this school year students profited from the redesigned Math Component re-test.

We have begun a shift in culture with respect to the instruction we provide our youngsters in Special Education. All teachers are implementing Differentiated Instruction and adapting the standards to help students succeed on the Regents examinations. Students are registered for Regents and are registered for the Regents again, even if they achieve a 55 in the exam. Students are registered for the Safety net of the RCT if they do not pass the exam.

Self-Contained teachers of ELA and Mathematics are now attending the respective content area AP's department in addition to professional development in the ISS department. Additionally, all teachers are invited to small group professional development sessions for instructional and compliance oriented topics that can be directly applied in the classroom. The AP of ISS has co-observed Self-Contained classes with subject Assistant Principals. Hiring decisions made this summer brought additional Math content personnel in who are willing to obtain dual certification and are actively pursuing the opportunity to become Highly Qualified. Teachers on staff appointed under the generalist license in Special Education are actively pursuing degrees in content. This includes one teacher qualified to be dually certified and two more pursuing degrees in a subject.

Formative and subject exams are being given to afford students more practice and to create a basis for data driven instruction. This includes the mock regents in English and Social Studies, Acuity in English and Math, Exam Gen for SETSS, Wilson diagnostic exams and teacher made examinations. Teachers have also been supplied with reading and math scores from the CAP system, a data binder, ARIS printouts, and IEP disks. Although more students are being registered for the Safety Net RCT, parent involvement is needed in order to bring in students. Students need to clearly understand the Safety Net rights and responsibilities. A parent meeting for students in Cohort 2004-2005 and parent letters will contribute to information flow and better communication in order to assist with improving the number of students who participate in assessment and Safety Net testing.

This year, teachers of ELA Special Education and SETTS have become more aware of the Cohort testing requirements. This has resulted in more successful outcomes regarding the ELA Component Re-test. Students who qualified for Component re-test understood the need to show up daily resulting in 100% passing with the rate of over 65 for each student. Early intervention in Grade 9 in regard to communication of student responsibility for standardized exams has begun in each ELA and SETTS class. Students with Disabilities are more aware of the rights and responsibilities for taking and passing standardized assessments, however, some students need multiple telephone calls prior to the Regents and on the day of the Regents. Therefore, we have begun the process of alerting parents by telephone and mail months prior to the Regents for the first telephone calls and reminders as the dates approach. Related Services providers are held responsible for communicating with students the need for increased responsibility. The AP of Special Education held Professional Development sessions with each provider to review Cohort data in relation to all students needing a Regents/RCT exam and the expectations for support for such students.

This year we have begun to address the need for students to be taught using methods of Differentiated Instruction across all of the content areas within the umbrella of Special Education. This originates from our last Quality Review in the school year of 2007-2008. Teachers are expected to use data to formulate groups and use flexible grouping. In the Observation process, teachers discuss data-based decisions for grouping with the Assistant Principal of Instructional Support Services. Additionally, the Assistant Principal has been presenting Special Education techniques and basics of understanding and reading the IEP to the entire faculty at department meetings. The Special Education data team is currently investigating individual students and how best to reach the students in a small focus group. This is in response to the need to raise awareness and consequently improve instruction.

Some of the results of the using Differentiated Instruction across the content areas for Special Education students are already evident. Students are more engaged in the classroom, as evidenced by formal observations, the fail to pass rate is higher than the pass to fail rate on the scholarship report and nine students have made the school honor roll, whereas in the past it was rare. The ratio of students moving to a less restrictive environment is 53.5%, whereas students who are moving to a more restrictive environment is 46.5%, which illustrates that the content is reaching youngsters when delivered using Differentiated Instruction techniques. Additionally, the Department of ISS has gained on the program report from 38.2% to 44.7%, missing the prospect of gaining additional points for the school by 1 percent.

### **Health/Physical Education**

The mission of the Health and Physical Education Department is to provide students with the necessary skills and knowledge to lead a healthy lifestyle and to promote lifelong physical activity. All students are required to take Physical Education every term they are in high school except one term in which they must take Health. John Bowne High School offers six electives in Physical Education in the junior and senior years. All students are required to participate in the NYC Fitnessgram program and are tested during the Fall semester. The completion rate for 2009-2010 was 87.59%; an increase of 6/37% from 2008-2009. The passing percentage in health and Physical Education is 80.25% as of the January 2010 scholarship report.

John Bowne High School is proud of the four hundred student athletes who participate on twenty-two teams throughout the school year. John Bowne Received a score of compliance on the PSAL audit.

One of the greatest challenges for the Physical Education department is lack of participation due to students unprepared for class and excessive absences. Teachers hold individual conferences with students, contact parents via phone calls and e-mail. Teachers also utilize Daedalus to communicate with parents and other staff members concerning common students. Weekly phone logs are submitted to the department assistant principal, progress letters are mailed home during each marking period, and meetings with teachers, parents and guidance counselors are held to resolve any issues which prevent students from succeeding.

In comparing the scholarship data from January 2008-2009 and January 2009-2010, it is evident that there have been significant increases in passing percentages for the total population. The passing percentage in Physical Education increased by 9.54% from 70.71% to 80.25%

The passing percentage for the Hispanic subgroup in Physical Education increased by 9.26%, from 68.84% to 78.10%. The passing percentage fro the English Language Learners subgroup in Physical Education increased by 6.45%, from 76.88% to 83.06%. The passing percentage for the Students with Disabilities subgroup in Physical Education increased slightly by 1.17%, from 63.75% to 64.92%. Special Education health is also included in this data. The passing percentage in January 2009 was 66.67%; the passing percentage in January 2010 was 86.67%, an increase of 20%.

One of the most significant aids in moving the Physical Education and Athletics program forward is the fiscal support of the administration. Two upgrades have been added to the program such as custom bleacher railings and championship banners.

### **The Arts**

John Bowne High School offers both required art and required music to meet the NYS graduation requirements as well as eight electives in the visual arts and six electives in the performing arts. We are delighted to announce the newest visual arts elective, Photoshop, in which students will work on state of the art, twenty inch screen, Mac computers. The passing percentage in the arts as of January 2010 is 81%.

John Bowne hosts two musical performances and art exhibits throughout the year. Our musical performances are a wonderful display of the talents of our band, chorus, percussion and guitar ensembles. The art exhibits display the student work of our photography, ceramics, required art, studio art, and graphics classes. John Bowne High School has a partnership with Queens College Jazz Residency.

In comparing the scholarship data from January 2008-2009 and January 2009-2010, it is evident that there have been significant increases in passing percentages for the total population. The passing percentage in the Arts increased by 5.23% from 75.94% to 81%.

The passing percentage for the Hispanic subgroup in the Arts increased very slightly, but .06% from 78.22% to 78.28% with an increase of eleven students enrolled in the Arts. The passing percentage for the English Language Learners subgroup in the Arts increased by 3.2% from 81.03% to 84.23%. The passing percentage for the Students with Disabilities subgroup in the Arts increased by 3.75% from 70.26% to 74.01%.

One of the most significant aids in moving the Arts department forward is the support of the administration. In addition, fiscal support in the Arts has also been significant. John Bowne High School purchased a new kiln for the ceramics program and has provided additional Mac computers for the new Photoshop elective.

John Bowne high School offers many specialized programs and therefore, programming can be challenging. Students who wish to take additional classes in the Arts are often unable due to their placement in special programs. A future goal of John Bowne High School is to offer a sequence in the performing and visual arts.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Part V: English Language Arts</b>	
<b>Goal: To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged and Special Education.</b>	
<b>Objectives:</b>	
1.	<b>Utilize data to successfully target students who have not yet passed the Regents examination.</b>
2.	<b>Increase the number of students who will pass the English Regents examination with a 65% by five percent from 58% last year.</b>
3.	<b>To establish a teacher professional development plan for all ELA teachers who are instructing cohort students.</b>
<b>Description of Proposed Instructional Strategies:</b>	
1.	<b>Utilize ARIS to identify all students in the Cohort who need to pass ELA exam with a 65%.</b>
2.	<b>Utilize the data from the Mock Regents exam to create individualized learning goals for all students.</b>
3.	<b>Work closely with the on-site data specialist to provide teachers with appropriate data about the specific individualized needs of their students.</b>
4.	<b>Direct instruction and tutoring outside the classroom during teacher Circular 6 assignments.</b>
5.	<b>Peer tutoring by those students with outstanding achievement in English Language Arts.</b>
6.	<b>Continued incorporation of the essential elements of ELA instruction.</b>
7.	<b>Continue with using diagnostic exams, uniform midterms and final exams which mirror Regents questions and NYS standards.</b>
8.	<b>Incorporating Regents style questions and Regents tasks into all ELA courses and formal assessments.</b>
9.	<b>ESL teachers will collaborate with teachers of English Language Arts, share strategies, and use scaffolding strategies to help prepare ELLs to perform well on the Regents examination.</b>
10.	<b>CTT instructors will have a common planning period to tackle the instructional difficulties of IEP students.</b>
11.	<b>Interdepartmental meetings with the teachers and Assistant Principals of ESL and Instructional Support Services.</b>
12.	<b>Shared best practices during Department/Faculty Meetings.</b>

<b>Part V: English Language Arts</b>	
<b>Goal:</b> To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.	
<b>Objectives:</b>	
1.	To create a professional development plan for every teacher which aggressively addresses the implementation of Differentiated Instruction in the classroom.
2.	To uniformly implement the Principal's initiatives of establishing pre-determined groups with multiple leveled activities and the utilization of alternate texts.
3.	To increase student engagement by incorporating facets of multiple intelligences in the classroom and ensuring that each child's style of learning is being addressed in the classroom.
<b>Description of Proposed Instructional Strategies:</b>	
1.	Provide teachers with professional development at the John Bowne HS Retreat by national experts on Differentiated Instruction.
2.	Create a buddy system for teachers who need support in Differentiated Instruction.
3.	Department conferences will be used as a place for writing Differentiated lesson plans.
4.	Establish a DI day, department and school wide newsletter which features the use of pre-determined groupings and alternate texts in order to highlight best instructional strategies.
5.	Inter-visitation schedule for teachers in the same grade levels to observe best practices.
6.	Establishment of teacher study groups on multiple intelligences and effective instructional strategies.
7.	Setting SMART goals with students and conducting periodic conferencing with students about their progress.
8.	Utilization of different modalities in the classroom: literature circles, debate protocols, visual organizers, technology, auditory aids to maximize student engagement.
9.	Shared best practices during Department/Faculty Meetings.
10.	Distribution of Differentiated Newsletter to Faculty.

<b>Part V: English Language Arts</b>	
<b>Goal:</b> To increase the passing percentage of students in ELA by 5% from 70% as evidenced by Term 1 and Term 2 scholarship reports.	
<b>Objectives:</b>	
1.	To improve the quality of instruction in the classroom so that each child's needs are being met.
2.	To utilize the data team to diagnose and implement best department practices.
3.	To target students who are failing with a 55% and alternatives in the classroom.
<b>Description of Proposed Instructional Strategies:</b>	
1.	Conference with individual teachers at the end of each marking period to monitor scholarship report progress and increase teacher accountability.
2.	Implement an action plan for teachers who are struggling to secure acceptable scholarship reports.
3.	Utilize the observation process as a way to measure teacher growth.
4.	Monthly meetings by data team to target individual best practices to share with the department.
5.	Visitations by data team to support struggling teachers.
6.	Reporting of observed practices by data team at department meetings.
7.	Identify students who have failed English more than once and create an individualized learning plan for students.
8.	Provide remedial packets for struggling students.
9.	Create more project-based assessments and a departmental menu of options for students.

<b>Part V: Science</b>
<b>Goal:</b> To ensure all Science and Health instruction is aligned to NYS Standards identified as “power standards” in efforts to increase June passing percentages on the Regents exams to 65 or greater by a minimum of 5%. For Living Environment from 77% to 81%, in Earth Science from 58% to 63%, in Chemistry from 76% to 81% and in Physics from 73% to 78% passing.
<b>Objectives:</b>
1. To implement professional development for teachers to ensure their understanding of the changes to the scope and sequence and pacing calendar for all core Regents sciences to reflect the skills and standards from the NYS CORE Curriculum identified as “power standards.”
2. To implement professional development for teachers to plan for changes in the scope and sequence and pacing calendar for science and health curriculum to address the identified power standards and skills and the “less is more” philosophy of the school.
3. To ensure that the daily lesson plans and the lesson objectives followed in all science and health courses are aligned to the “power standards” and are differentiated to meet the needs of all students, with specific focus on the subgroups.
<b>Description of Proposed Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• Science and Health Department will continue to implement uniform midterm and final exams. In addition common skills assessment exams will be administered twice a year, in September and February. Unit common assessment exams will also be implemented for all CORE science and health courses on a monthly basis and students will track their own progress. In addition, unified skills based lessons will be conducted in all CORE science and health classes.</li> <li>• Teachers again will be scheduled to do inter-visitation during departmental PD sessions to foster exchange of ideas, teaching methods and best practices.</li> <li>• In addition to scheduled inter-visitations, department meetings will continue to be devoted to conducting teacher team walkthroughs to identify “best practice.”</li> <li>• Inter-departmental professional development with the English and ESL Departments will be planned to help science and health teachers realize their role in the NYS ELA standards as well as to increase awareness of ESL best practices.</li> <li>• Continue to implement a system of make up lab work for students with excused absences which include Saturday and after school make up labs, self guided field trip labs to local science institutes.</li> <li>• Ensure teachers make timely parental contact by collecting weekly outreach logs to address when students fall behind in lab and/or science and health class work.</li> <li>• Program students for review/regents classes in Earth Science and Living Environment for students who fail a Regents exam.</li> <li>• Create an analysis sheet for students who fail Science Regents to identify individual student deficiencies.</li> <li>• Expand the department tutoring schedule to include C-6 tutoring sessions available as many periods throughout the day as possible and per session teacher tutoring hours budget permitting.</li> <li>• Maintain a peer-tutoring network with the Advance Placement students, and seniors taking health, Doshi Science students awarding service credit for those students volunteering their time.</li> <li>• Maintain the “I Attend” tutoring program awarding incentives like extra points on a test, for students that attend as documented by the teacher tutoring. A tutoring schedule has been created based on teacher C6 assignments and distributed.</li> </ul>

<b>Part V: Science</b>
<b>Goal: To ensure Science and Health instruction is differentiated, data driven and student centered in all CORE Science and Health classes.</b>
<b>Objectives:</b>
1. To professionally develop science and health teachers in differentiated instruction, acquiring and using data to drive instruction and to develop lesson plans for learning, with specific focus on subgroups.
2. To revise Science and Health class exercises to ensure they are inquiry in nature and accompanied by a rubric..
3. To incorporate at least 5 lessons per topic that are differentiated and student centered in all science and health courses.
<b>Description of Proposed Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• To provide professional development through department meetings and monthly, day long, in house professional development meetings, budget pending, focusing on: <ul style="list-style-type: none"> <li>○ i. Using data to drive instruction and to differentiate when lesson planning.</li> <li>○ ii. Creating differentiated lesson plans to meet the needs of all students.</li> <li>○ iii. Setting SMART goals with students and periodic conferencing.</li> <li>○ iv. Creating lessons that are student centered and geared toward learning and assessing student understanding and application, with rubrics.</li> </ul> </li> </ul>
• Increase student centered activities in all science and health classrooms.
• Increase differentiated learning in all science and health classrooms.
• To have in place by September 2009 uniform lessons and assessments for the first 10 days of the school year in all science and health classes.
• Set up data teams within the department to provide continual feedback on student performance based on data. For example results of common assessments, scholarship reports, regents exam results, lab performance data, etc...
• Teachers will use ARIS to compile data to identify student needs and differentiate instruction based on this data.
• Increase the practice of student reflection through the use of rubrics and quality feedback from teacher and peers.

<b>Part V: Science</b>
<b>Goal:</b> To ensure the science and health department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.
<b>Objectives:</b>
1. To ensure teachers in the science and health department focus on literacy, reading, writing and vocabulary in every lesson, attendance, full sentences, student SMART goals, quality feedback, differentiated instruction through pre-determined grouping and alternate text and the “less is more” philosophy of John Bowne High School in their regular practices.
2. To ensure all students with special focus on the sub groups of Special Education and Limited English Proficiency are provided their entitled accommodations.
<b>Description of Proposed Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• Science and health classroom exams will include reading and writing components that reflect the content and format of the State Regents assessments.</li> <li>• Teachers will require in-class reading and writing as a component of every lesson taught. The writing will be reflective of the style required on the Regents Exams.</li> <li>• Vocabulary word walls will be put up in all science classrooms and vocabulary exams will accompany each unit.</li> <li>• Other departments, specifically ESL, English and Social Studies will be provided with vocabulary word lists associated with science and health courses.</li> <li>• All science and health exams will include one question that requires an aloud reading passage to help students prepare for the English regents.</li> <li>• All assessments, summative and formative, including common assessments, will mirror the format of the Regents exams.</li> <li>• Identify department leaders in the use of instructional technology and have these teachers conduct professional development through department meetings and inter-visitations to show case technology based teaching methods.</li> <li>• Train teachers to utilize school owned SMART Boards and Response Pads in their lessons to help students interact physically with content.</li> <li>• Form a science department committee charged with developing a science department web page that can be used by students as a starting point from home or classroom for exploring information related to their classroom instruction.</li> <li>• Implement the use of rubrics for science and health homework, projects and classroom assignments to set clear expectations and provide students with useful feedback.</li> <li>• Continued outreach to parents will be conducted by teachers.</li> <li>• Student SMART goals geared toward individual student needs will be put in place and monitored regularly by teachers and students.</li> <li>• Days are incorporated into each pacing calendar for students to chart their own progress and all students will chart their progress following each common assessment.</li> <li>• Teachers will identify and arrange for accommodations such as extended time on exams, resource room, glossaries and exams in multiple languages throughout the regular school year for students that are entitled to such accommodations.</li> <li>• To increase the communication, planning and collaboration with resource room teachers.</li> </ul>

<b>Part V: Science</b>	
<b>Goal:</b> To promote enrichment classes and activities for high performing science students especially in the area of science research.	
<b>Objectives:</b>	
1.	To Increase the number of students completing science research projects and entering competitions.
2.	To increase the number of students participating in outside summer science institutes and programs.
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>The Science Research Program has successfully been expanded to a 4 year continuum of research classes beginning in the Freshman year, funded through the Science Research Program in collaboration with Doshi Diagnostic Laboratories. This program will now run as a block schedule to increase student attendance and performance.</li> <li>The Science Honor Roll System will be used to identify high performing students in science classes and make appropriate subject class recommendations to the Guidance Counselors and Grade Advisor.</li> <li>An Awards Night for honor students will be planned to reward students for their achievement and to make parents aware of the classes and opportunities available to the children.</li> <li>A Doshi Guidance Counselor was hired to recruit and program the Science Research Program which is now a screened program as of September 2008.</li> </ul>

<b>Part V: English Language Learners</b>	
<b>Goal #1:</b> To increase passing percentages of Hispanic makes by 5% from 50% through the use of Differentiated Instruction as evidenced by scholarship reports, ARIS data, classroom observations and conferences with teachers by June 2011	
<b>Objectives:</b>	
1.	ESL teachers will use curriculum maps to plan units which focus on the content areas and the use of academic language.
2.	ESL teachers will share Differentiated strategies through inter-visitation, collaboration and formalized sharing of materials.
3.	Hispanic males will be encouraged to attend Title III afterschool instructional support programs and Saturday Academy
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>ESL teachers will collaborate to examine unit materials and develop curriculum maps.</li> <li>ESL teachers will create and utilize a filing system for sharing differentiated instructional materials based on units in curriculum maps.</li> <li>ESL teachers will increase outreach to the parents of Hispanic males through the use of Daedalus.</li> </ul>
<b>Professional Development:</b>	
	<ul style="list-style-type: none"> <li>ESL teachers will participate in curriculum map writing workshops at department meetings.</li> </ul>

**Part V: English Language Learners**

**Goal #2:** To improve NYSESLAT scores at each level of students with disabilities by 5% from 86% (beginners), 71% (intermediate), and 46% (advanced) through the use of Differentiated Instruction as evidenced by ARIS data, NYSESLAT scores, classroom observations and teacher conferences by June 2011.

**Objectives:**

- ESL classes will incorporate reader/writer workshop model in double period classes.
- ESL teachers will improve implementation of differentiated instruction through professional development.
- Long term ELLs will receive computer based instruction in reading to improve vocabulary in content areas and increase reading levels.

**Description of Proposed Instructional Strategies:**

- ESL teachers will develop a unit of lessons for the first ten days of instruction for beginner, intermediate and advanced levels.
- Teachers will determine skills and plan activities based on student assessment.
- Teachers will be trained and implement the use of Smart Board technology to enhance instruction.
- Teachers will teach the mechanics of writing while incorporating content area topics.

**Part V: English language Learners**

**Goal #3:** To increase the academic language proficiency in ELLs in listening, speaking, reading and writing by 5% from 15.44% (students receiving 90-100); 20.17% (80-89); 19.99% (70-79); 13.54% (65-69) by June 2011 as evidence by scholarship reports, classroom observations and teacher conferences.

**Objectives:**

- ESL teachers will use curriculum maps to plan thematic units which focus on the content areas.
- Teachers of ELLs will receive professional development in programs that target academic writing, listening and reading comprehension, accountable talk and vocabulary building strategies that support the instruction of ELLs in the content areas.
- ESL teachers will address “juicy” sentences at least once per week.

**Description of Proposed Instructional Strategies:**

- ESL teachers will incorporate the use of visual tools such as graphs, tables, and diagrams to provide opportunities for students to interpret data.
- Teachers will use differentiated instructional strategies and offer choices in do now, procedure and assessment activities.
- Teachers will utilize pre-determined groups, alternate text and worksheets.
- Teachers will participate in learning style workshops
- Teachers will utilize rubrics to support student self assessment
- Teachers will attend workshops that focus on deconstructing juicy sentences.

<b>Part V: Foreign Language</b>	
<b>Goal #1: To increase the passing percentages in language classes of Hispanic males by 5% from 50% as evidence by classroom observations and teacher conferences by June 2011.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will increase active participation in language classrooms and share best practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Spanish native Language Arts teachers will collaborate with ESL teachers and examine specific English Regents tasks and apply to classroom activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will share best practices through an effective inter-visitiation program</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Spanish NLA teachers and students will read texts, discuss literary elements and examine specific strategies that students can transfer from the native language and apply when responding to writing tasks such as those in the English Regents.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language teachers will be trained and implement the use of Smart Board technology in the classroom to enhance instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language teachers will increase outreach to the parents of Hispanic males through the Daedalus system.</li> </ul>

<b>Part V: Foreign Language</b>	
<b>Goal #2: To increase the passing percentage of Students with Disabilities through Differentiated instruction by 5% from 50% by June 2011 as evidenced by class grades and test scores.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will improve implementation of differentiated instruction through professional development and sharing best practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers teaching same levels will share materials and collaborate to write curriculum maps and plan units.</li> </ul>
	<ul style="list-style-type: none"> <li>• SWD will be offered incentives to participate in after school language tutorial programs.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Foreign Language teachers will participate in curriculum map writing workshops at department meetings.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will increase outreach to parents of students with disabilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language teachers will utilize rubrics to support student self assessment for projects and essay writing.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will use data ARIS to make instructional decisions.</li> </ul>

<b>Part V: Foreign Language</b>	
<b>Goal #3: To increase the use of technology and enhance instruction in Foreign language classrooms by 10% from 40% by June 2011 as evidence by the use of the Smart Board and ELMO/</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Language teachers will receive professional development on the use of the Smart Board at department meetings and after school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will collaborate and share best practices on the uses of technology to teach foreign languages.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language teachers will participate in an effective inter-visitation program.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language teachers will assign internet based research projects.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Teachers will show text on the screen and highlight key vocabulary and concepts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teacher will download video and incorporate pictures to scaffold meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will save material and refer to documents taught in previous lessons.</li> </ul>

<b>Part V: Social Studies</b>	
<b>Goal #1: Students with Disabilities will improve Social Studies geography skills, accountable talk and critical thinking by 3% from the September diagnostic testing through May testing.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Progress will be measured by sample questions on the Mock Regents and May diagnostic exam.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Students will be tested in September with interim testing on 2 midterms, 1 final and 2 mini-assessment exams.</li> </ul>
	<ul style="list-style-type: none"> <li>• Classroom teachers will target students with IEPs.</li> </ul>
	<ul style="list-style-type: none"> <li>• The evaluation of success will come after the May skill exam.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Part V: Social Studies</b>	
<b>Goal #2: English language Learners will improve vocabulary and literacy skills by a 3% increase from the September diagnostic exam to the May diagnostic testing by lessons that highlight vocabulary and literacy skills..</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Progress will be measured by sample questions on the Mock Regents exam</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• The strategies will be incorporated in the geography pack, class lessons and use of Kurzweil program in the computer lab</li> </ul>
	<ul style="list-style-type: none"> <li>• Lessons will highlight vocabulary and literacy skills.</li> </ul>

**Part V: Social Studies**

**Goal #3: Hispanic students will improve their passing rate by 1% in social studies classes.**

**Objectives:**

- Creating a Hispanic class network for shared extra credit projects and a buddy system to encourage study groups.
- The enhancement teams will be posted in each classroom.
- There will be a uniform geography project to encourage student study groups and extra credit work.

**Description of Proposed Instructional Strategies:**

- The buddy system will be used for attendance outreach, sharing of materials and a geography extra credit project in each semester.
- The aim is to build a support network among Hispanic students in each class and use of technology for comic books, blogs, etc.

**Part V: Social Studies**

**Goal #4: Students from all grade levels will improve vocabulary development with word walls in classes and a vocabulary component in each lesson.**

**Objectives:**

- One of the social studies bulletin boards will be devoted to a single word and associated contest activity. Prizes will be gift cards.

**Description of Proposed Instructional Strategies:**

- We will use existing staff and resources.

**Part V: Mathematics**

**Goal #1: Make AYP for Cohort 2011 and in all subgroups.**

**Objectives:**

- Printout from ATS of RCOS for Cohort 2011
- Preparation of the Item Analysis

**Description of Proposed Instructional Strategies:**

- In September 2010 identify the names of all students in each of the subgroups who have not year passed the Integrated Algebra One Regents
- Convey Cohort data to the subject teacher of each of these students and direct the teacher to work with those students on preparing for the January 2011 Algebra One regents, using the item analysis that was prepared for the student on the June 2010 Regents.
- Inform parents of their child's not meeting Math Regents graduation requirement.

<b>Part V: Mathematics</b>	
<b>Goal #2:</b> Increase the number passing on Regents examinations and % pass in all subject classes with a breakdown by subgroups SWD, ELL, Hispanic.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Create Generic letters and provide telephone log report forms.</li> </ul>
	<ul style="list-style-type: none"> <li>• Arrange coverages</li> </ul>
	<ul style="list-style-type: none"> <li>• Needed data specialist to sort the data (class list grades) by subgroup.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Promote greater teacher contact with parents, including contacts about positive information as well as the negative.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide professional development for Mathematics teachers on Regents test taking strategies to be used in instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze the failures on Marking Period 1 for each teacher by subgroup to form the basis of an individual conference with the teacher to discuss ways of moving the failures to passing.</li> </ul>

<b>Part V: Mathematics</b>	
<b>Goal #3:</b> Create a system for teacher collection, utilization and remediation of individual and whole group student concept and skill deficiencies in mathematics.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Duplication services needed</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Institute the practice of students creating their own copy of their individual item analysis on each classroom class.</li> </ul>
	<ul style="list-style-type: none"> <li>• Institute the practice of each mathematics teacher of doing item analysis by group and by individual student on each classroom test.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop remediation packets for major areas of mathematical skills and concepts for department-wide use.</li> </ul>

<b>Part V: Mathematics</b>	
<b>Goal #4:</b> Implement strategies for changing mind set of students, teachers, parents of SWD to accepting Algebra Regents as the exam all SWD must pass.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Arranging conferences with Special Ed Guidance Counselors</li> </ul>
	<ul style="list-style-type: none"> <li>• Arranging coverages for teachers</li> </ul>
	<ul style="list-style-type: none"> <li>• Designing letters to be sent to parents</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Conferences with the Special Education Guidance Counselors to establish higher expectations for the special education students about the Algebra One Regents.</li> </ul>
	<ul style="list-style-type: none"> <li>• Offer professional development sessions to special education Math teachers on how to effectively teach certain major algebraic concepts and skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Conference with the Special Education AP to create a plan of action to raise the consciousness of the parents, students and teachers of Special Education students about the importance of the Algebra One Regents.</li> </ul>

<b>Part V: Mathematics</b>	
<b>Goal #5: Implement the new national performance standards in high school Mathematics (common core)</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Supplementary materials to come from ICI.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Make a copy of the new standards available to each teacher.</li> </ul>
	<ul style="list-style-type: none"> <li>• Offer a series of workshops with the teachers to match the new national standards to the existing NYS Standards in each of the 3 years of Mathematics curriculums.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create new calendars of lessons to include all the new national standards</li> </ul>
	<ul style="list-style-type: none"> <li>• Create new lessons for any national performance standards that do not now exist in NYS Standards</li> </ul>
	<ul style="list-style-type: none"> <li>• Do professional development on the new standards and the matching lessons.</li> </ul>

<b>Part V: Agriculture/Career/Technical Education</b>	
<b>Goal #1: Teachers will begin to incorporate literacy into their content area instruction in order to further develop students' skills in reading, writing, listening and speaking at least once a week within the first two months of instruction as evidenced by public speaking, group work instruction, reading activities, homework assignments and exams.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• To continue to expose teachers of Agriculture and Business to a variety of strategies/teaching methodologies in the utilization of literacy within the content area.</li> </ul>
	<ul style="list-style-type: none"> <li>• To encourage teachers to utilize literacy techniques when presenting subject matter material in class.</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop a "literacy within the content areas" brochure illustrating outstanding examples of literacy within the content area of agriculture/business.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Use of professional development – in source training</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of department meetings for teacher presentations</li> </ul>
	<ul style="list-style-type: none"> <li>• Inter-class visitations</li> </ul>
	<ul style="list-style-type: none"> <li>• Printed material</li> </ul>
	<ul style="list-style-type: none"> <li>• Observation reports</li> </ul>
	<ul style="list-style-type: none"> <li>• Development of shared activities brochure</li> </ul>

**Part V: Agriculture/Career/Technical Education**

**Goal #2:** Teachers will begin to participate in inter-class departmental visitations at least once each term within the second month of each term as evidenced by completion and submittal of inter-class visitation forms that will be developed for the Fall 2010 term.

**Objectives:**

- To encourage the teachers to be comfortable visiting one another so that they may share successful teaching practices.

**Description of Proposed Instructional Strategies:**

- Allow for coverages if necessary in order for teacher inter-class visitation
- Sharing of observations at Department conferences
- Individual teacher presentations during Professional Development days and Department conferences.
- Sharing of best practices. Sharing of teaching materials
- Rotations of teaching units.
- Individual teacher presentations at department conferences of “tips” they learned from observing a colleague.
- Sharing of general observations of colleague classroom practices, etc.
- Teacher presentations of successful lessons, exercises, techniques.
- Examples of successful Differentiated Instructional practices.

**Professional Development:**

- Department Meetings
- To encourage teacher presentations during department conferences of observed colleague teaching practices.
- To encourage individual teacher sharing of “best practices” at department conferences and professional development conferences.

**Part V: Agriculture/Career/Technical Education**

**Goal #3: The teachers within the Agriculture and Business Departments will continue to expand their expertise in various aspects of differentiated instruction and will begin to expand upon these techniques within their classroom a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations, shared instruction and use of rubrics.**

**Objectives:**

- **To continue to expose teachers of Agriculture and Business to as many strategies as possible in the utilization of Differentiated Instruction.**
- **To encourage teachers to continue to utilize differentiated instruction in their classrooms.**
- **To develop department brochure/bulletin illustrating outstanding examples of Differentiated Instruction.**

**Description of Proposed Instructional Strategies:**

- **Use of outside professional resources – in service training**
- **Use of teacher presentations within the department**
- **Inter-class visitations**
- **Printed material**
- **AP/Teacher conferences on observed Differentiated Instruction**
- **Sharing of effective examples of Differentiated Instruction at departmental conferences.**
- **Teachers will submit examples of successful Differentiated Instruction techniques utilized in their classrooms**
- **Teachers along with Assistant Principals will edit and create a monthly newsletter illustrating effective Differentiated Instruction techniques.**
-

**Part V: Instructional Support Services**

**Goal #1: All Instructional Support Service teachers will implement a minimum of two Differentiated Instruction lessons per week that focus on skill improvement, based on skill level data sources such as ARIS, Daedalus, formative and summative assessments..**

**Objectives:**

- 4. All ISS teachers will use pre-determined grouping a minimum of 2 times per week.**
- 5. All ISS teachers will use alternate text a minimum of 1 time per week.**
- 6. All ISS teachers will indicate how they will differentiate on his/her lesson plan with a minimum of 3 times per week.**

**Description of Proposed Instructional Strategies:**

- Teachers will implement flexible grouping based on skill level within a lesson a minimum of 2 times per week based on data from a wide variety of sources, (e.e. ARIS, Daedalus, formative and summative assessments to determine how to set up groups or pairs.**
- Teachers will assign roles in order to maximize effectiveness of groups.**
- Teachers will use adapted textbooks based on analysis of data sources in lessons while using unabridged textbooks for readers with more skill.**
- Teachers will frequently monitor and adjust group activities based on skill acquisition.**
- Teachers will evaluate effectiveness of groups using formal and informal assessments in order to assess whether groups should be continued or rearranged.**
- Teachers will assign alternative questions to different groups in order to incorporate further Differentiated Instruction.**
- Teachers will incorporate writing activities in each lesson – i.e. exit cards, journals or text-referenced questions.**

<b>Part V: Instructional Support Services</b>	
<b>Goal #2: Students will increase literacy skills using pre-writing activities such as graphic organizers, thinking maps and outlines.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Students will teach the writing process in the content area at least 3 times per week.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will increase use of dictionaries for ELL and Non-ELL students and glossaries for ELL students and textbook glossaries for Non-ELL students to improve the quality of completed essays and projects.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students will apply new vocabulary terms in written essays, research papers or documents at least once weekly.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Use of graphic organizers and thinking maps to help students pre-plan writing assignments.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will use modeling strategies to demonstrate the writing process in every stage.</li> </ul>
	<ul style="list-style-type: none"> <li>• Extensive test preparation for Regents and RCT</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will provide meaningful comments on student work, and display student work in the classroom and on bulletin boards.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will demonstrate the appropriate use of dictionaries and glossaries, in order to improve written work.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will engage students in the writing process on a daily basis.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of electronic dictionary or on Smart Board.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of Rubrics.</li> </ul>

<b>Part V: Instructional Support Services</b>	
<b>Goal #3: To incorporate use of Rubrics in conjunction with teacher generated assignments.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Teachers will provide students with a rubric in conjunction with assignments, i.e., class work or homework at least twice weekly.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will provide students with a grade based on the appropriate rubric for each assignment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Advanced students will offer input into criteria for each rubric.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will plan lessons based on Regents rubrics for subjects they teach.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Teacher models what is expected.</li> </ul>
	<ul style="list-style-type: none"> <li>• Rubric samples are presented for each assignment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Exemplary student work is displayed, inclusive of comments that reflect the rubrics.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will evaluate progress of students and plan for future lessons based on each student's progress.</li> </ul>

<b>Part V: Instructional Support Services</b>	
<b>Goal #4: To infuse teaching of vocabulary across the content areas.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Teachers will introduce 5-10 new vocabulary words within each lesson.</li> </ul>
	<ul style="list-style-type: none"> <li>• ESL/ELL/Bilingual students will be taught using a wide variety of modalities and approaches to vocabulary, i.e., choral repetition, use of visuals, use of technology, referencing to glossaries and dictionaries (translation dictionaries.)</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will provide opportunities for students to practice using new vocabulary words within the context of the lesson..</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Teacher will include vocabulary words within the lesson during the mini-lesson.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will provide instruction on how to use glossaries and dictionaries.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will show pictures to illustrate vocabulary words using the Smart Board or from textbooks or posters.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will model examples and definitions for students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will incorporate strategies to help students understand roots, pre-fixes and suffixes of words.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will evaluate the effectiveness of vocabulary and language acquisition for all learners based on informal and formal evaluations.</li> </ul>

<b>Part V: Physical Education</b>	
<b>Goal #1: To increase the passing percentage in Physical Education for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Student With Disabilities is a 70% passing rate; for Hispanic students, a 80% passing rate; and for ELL students, a 85% passing rate, by June 2011.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• To offer students supplemental opportunities to make up non-participation days.</li> </ul>
	<ul style="list-style-type: none"> <li>• To increase communication with parents/guardians concerning student's academic responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• To focus on the instruction of the Students with Disabilities, English Language Learners and Hispanic subgroups.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Unprepared Sweeps</li> </ul>
	<ul style="list-style-type: none"> <li>• In-class grade conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Increased use of demonstrations and visuals</li> </ul>
	<ul style="list-style-type: none"> <li>• Meetings with students concerning their interests</li> </ul>
	<ul style="list-style-type: none"> <li>• Grading policies offered in Chinese and Spanish</li> </ul>
	<ul style="list-style-type: none"> <li>• Buddy System</li> </ul>
<b>Professional Development</b>	
	<ul style="list-style-type: none"> <li>• Department Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Faculty Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Committee Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Monthly Departmental Professional Development</li> </ul>

<b>Part V: Physical Education</b>	
<b>Goal #2: To create student goals in all Physical Education classes and to monitor these goals throughout the term by June 2011.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• Use common assessment data from the first ten uniform lessons to identify areas of need and to create the first marking period goal.</li> </ul>
	<ul style="list-style-type: none"> <li>• To create and implement uniform assessments for each course and to use the results to create goals for the second and third marking periods.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers monitor students goals and students are able to articulate these goals.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Teacher/Student Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Student Goal Sheets</li> </ul>
	<ul style="list-style-type: none"> <li>• Class Goal Sheets</li> </ul>
<b>Professional Development</b>	
	<ul style="list-style-type: none"> <li>• Department Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Faculty Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Committee Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Monthly Departmental Professional Development</li> </ul>

<b>Part V: Physical Education</b>	
<b>Goal #3: To continue to create pacing calendars and common curriculum for Physical Education courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</b>	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• To implement uniform lessons, created by teachers, during the first ten days of the term.</li> </ul>
	<ul style="list-style-type: none"> <li>• To meet with teachers to create monthly pacing calendars and curriculum for each Physical Education course.</li> </ul>
	<ul style="list-style-type: none"> <li>• To meet with teachers to create common assessments for each Physical Education course.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>• Create uniform lessons for the first ten days</li> </ul>
	<ul style="list-style-type: none"> <li>• Outline Physical Education curriculum aligned with the N YS Learning Standards</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a pacing calendar</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a common assessment for each course</li> </ul>
	<ul style="list-style-type: none"> <li>• Create rubrics</li> </ul>
<b>Professional Development</b>	
	<ul style="list-style-type: none"> <li>• Department Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Faculty Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>• Committee Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>• Monthly Departmental Professional Development</li> </ul>

<b>Part V: The Arts</b>	
<b>Goal #1:</b> To increase the passing percentage in the Arts for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Student With Disabilities is a 75% passing rate; for Hispanic students, a 80% passing rate; and for ELL students, a 90% passing rate by June 2011.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>To offer students supplemental opportunities to make up work and projects.</li> </ul>
	<ul style="list-style-type: none"> <li>To increase communication with parents/guardians concerning students' academic responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>To focus on the instruction of Students With Disabilities, English Language Learners and Hispanic subgroups.</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>In-class grade conferences</li> </ul>
	<ul style="list-style-type: none"> <li>Increased use of demonstrations and visuals</li> </ul>
	<ul style="list-style-type: none"> <li>Meetings with students concerning their interests</li> </ul>
	<ul style="list-style-type: none"> <li>Grading policies offered in Chinese and Spanish</li> </ul>
	<ul style="list-style-type: none"> <li>Buddy System</li> </ul>
	<ul style="list-style-type: none"> <li>Alternate projects.</li> </ul>
<b>Professional Development</b>	
	<ul style="list-style-type: none"> <li>Department Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>Faculty Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>Committee Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Monthly Departmental Professional Development</li> </ul>

<b>Part V: The Arts</b>	
<b>Goal #2:</b> To create student goals in all Music and Art classes and to monitor these goals throughout the term by June 2011.	
<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>Use common assessment data from the first ten uniform lessons to identify areas of need and to create the first marking period goal.</li> </ul>
	<ul style="list-style-type: none"> <li>To create and implement uniform assessments for each course and to use the results to create goals for the second and third marking periods.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers monitor students goals and students are able to articulate these goals</li> </ul>
<b>Description of Proposed Instructional Strategies:</b>	
	<ul style="list-style-type: none"> <li>Teacher/Student Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Student Goal Sheets</li> </ul>
	<ul style="list-style-type: none"> <li>Class Goal Sheets</li> </ul>
<b>Professional Development</b>	
	<ul style="list-style-type: none"> <li>Department Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>Faculty Conferences</li> </ul>
	<ul style="list-style-type: none"> <li>Committee Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Monthly Departmental Professional Development</li> </ul>

**Part V: The Arts**

**Goal #3:** To continue to create pacing calendars and common curriculum for Music and Art courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.

**Objectives:**

- To implement uniform lessons, created by teachers, during the first ten days of the term.
- To meet with teachers to create monthly pacing calendars and curriculum for each Art and Music course.
- To meet with teachers to create common assessments for each Art and Music Course.

**Description of Proposed Instructional Strategies:**

- Create uniform lessons for the first ten days
- Outline Music and Art curriculum aligned with the NYS Learning Standards and NYC Blueprint
- Create a pacing calendar
- Create a common assessment for each course
- Create rubrics

**Professional Development**

- Department Conferences
- Faculty Conferences
- Committee Meetings
- Monthly Departmental Professional Development

**Part V: Parent Involvement**

**Goal:** To increase Parent Involvement.

**Objectives:**

1. Improve parent attendance at Parent Teacher Night/PTA.
2. Update parent contact information.
3. Improve communication of school information.
4. Establish internal deadlines for spending Title I money.

**Description of Proposed Parent Involvement Program:**

1. Parents, teachers and administration will work collaboratively to improve communication at all levels. Telephone, e-mail, website and newsletters will be developed collaboratively.

**Professional Development:**

1. Parents will be made aware of our instructional methodologies and Differentiated Instruction employed in our school.
2. Parents will participate in college awareness workshops presented by private colleges, City University of New York (CUNY), State University of New York (SUNY) and the College Advisor.
3. Parents will participate in workshops sponsored by the Relationship Abuse Prevention Program, Community Mediation Services and SPARK.

<b>Part V: Parent Involvement</b>
<b>Goal: To increase Parent Involvement.</b>
<b>Objectives:</b>
1. Improve parent attendance at Parent Teacher Night/PTA.
2. Update parent contact information.
3. Improve communication of school information.
4. Establish internal deadlines for spending Title I money.
<b>Description of Proposed Parent Involvement Program:</b>
5. Parents, teachers and administration will work collaboratively to improve communication at all levels. Telephone, e-mail, website and newsletters will be developed collaboratively.
<b>Professional Development:</b>
1. Parents will be made aware of our instructional methodologies and Differentiated Instruction employed in our school.
6. Parents will participate in college awareness workshops presented by private colleges, City University of New York (CUNY), State University of New York (SUNY) and the College Advisor.
7. Parents will participate in workshops sponsored by the Relationship Abuse Prevention Program, Community Mediation Services and SPARK.

<b>Part V: Student Support Services</b>
<b>Goal: To increase parental involvement.</b>
<b>Objectives: To improve communication between parents and the school community and to improve students' academic performance.</b>
<b>Description of Proposed Program for the Delivery of Student Support Services:</b>
1. Publish and distribute informational materials to parents: graduation requirements and school calendars.
2. Assess parent needs/interests/concerns.
3. Provide individual and group counseling for families.
4. Schedule orientation programs for students and parents.
5. Develop seminars for parents to enhance communication with members of the school community.
6. Schedule Open House for incoming ninth grade students.
7. Guidance Staff and CBO's will attend PTA Meetings.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To develop intervention strategies designed to reduce disruptive behavior.
<b>Objectives:</b> To utilize techniques and strategies that promote optimal learning and address behaviors which negatively impact upon the educative process; to develop intervention strategies designed to reduce disruptive behavior.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Program students for negotiation classes.
2. Program students for academic support classes.
3. Refer families to C 3, Child Center and GPS.
4. Provide individual and group counseling for students exhibiting behavioral or adjustment problems.
6. Monitor students' academic progress in class with daily progress reports.
7. Refer students to student support team.
8. Program for leadership classes.
9. Refer students to the youth developer, SBST, Child Center, Outward Bound – BLI Only, and Skills Streaming and College and Career Program (C <sup>3</sup> Initiative Program), RAPP and GPS.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To prepare students for the college process.
<b>Objectives:</b> To develop a comprehensive college program that prepares all students for college; to prepare students for the college process.
<b>Description of Proposed Program for the delivery of student support services:</b>
1. Conduct an annual review for students to discuss educational programs and career plans.
2. Provide individual and group counseling to prepare students for college.
3. Develop activities to prepare students for college, i.e., Making College Count seminars for 12 <sup>th</sup> graders for college preparation workshops, career day, college day, college fairs, financial aid night, college information seminars and college tours.
4. Jean Feng, Bi-Lingual Chinese Career Counselor will provide career counseling services to 9 <sup>th</sup> graders.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide support services that will enable all students to identify health issues.
<b>Objectives:</b> To help students identify major health issues that prevents students from succeeding in school.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Conduct seminars, visit classrooms and conduct individual and group counseling sessions to inform students about the following topics: Sexually transmitted diseases, substance abuse, HIV/AIDS, violence prevention, domestic violence, pregnancy, corporal punishment, child abuse, suicide/depression, grief and bereavement and health problems.
2. To schedule students in the GPS program with a health class.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide high quality and ongoing professional development aligned with State and City standards for members of the Guidance Department.
<b>Objectives:</b> To implement procedures for helping students who are pregnant; implement procedures for child abuse; implement procedures for suicide prevention/intervention; implement procedures for students who are in temporary housing; implement procedures for promoting students in grades 9-12; implement procedures for home instruction; implement procedures for students to student sexual harassment; implement procedures for student records (confidentiality, access and disclosure).
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Child Abuse – A-750.
2. Suicide Prevention/Intervention – A-755.
3. Home Instruction Services – A-170.
4. Discharging Students – A-240.
5. Pregnant and Parenting Students Reproductive Health Privacy – A-640.
6. Student-to-Student Sexual Harassment – A-830.
7. Involuntary Transfer Procedures – A-450.
8. Employment Certificate – A-250.
9. Promotion Standard – A-501.
10. Students in Temporary Housing – A-780.
11. Student Records: Confidentiality, Access, Disclosure and Retention – A-816.

<b>Part V: Student Support Services</b>
<b>Goal:</b> To improve student attendance rates.
<b>Objectives:</b> To develop activities, programs, seminars and conferences to increase student attendance rates.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Group counseling.
2. Individual counseling.
3. Attendance bulletin board.
4. Parent/Counselor conferences.
5. Daily attendance meeting with staff to review school attendance data.
6. Child Center of NY.
7. Outward Bound—Instructional program to help students and staff cultivate the skills and qualities that help them reach their greatest potential.
8. Family Para Home Visits.
9. SPARK.
10. CCC
11. GPS

<b>Part V: Student Support Services</b>
<b>Goal:</b> To provide support service that will enable all students to earn additional credits toward a diploma.
<b>Objectives:</b> Individual or group counseling to help students who exhibit academic problems.
<b>Description of Proposed Program for the delivery of Student Support Services:</b>
1. Group counseling.
2. Individual counseling.
3. Parent/Student conferences with school counselors.
4. Parent/Teacher conferences.
5. Attendance Team.
6. Tutorial support services.
7. Student support team.
8. Integrated classes.
9. Young Adult Borough Center.
10. Summer School
11. Outward Bound.
12. GPS
13. Child Center
14. CCC

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged, and Special Education.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line:</b> September 2010-June 2011  <b>Target Population:</b> Cohort 2011  <b>Objective #1:</b> Utilize data to successfully target students who have not yet passes the Regents examination.  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with the training on ARIS to isolate the specific needs of students in the 2011 Cohort and to identify all subgroups of students.</li> <li>• Utilize the data from the Mock Regents to create individualized learning objectives for all students.</li> <li>• Work with the data specialist in the building to garner relevant data about all RG classes.</li> <li>• Create RG classes after the January 2011 ELA Regents.</li> </ul> <p><b>Accountability:</b> Assistant Principal and Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Inter-Visitation schedule</li> <li>2. Data team</li> <li>3. ARIS</li> <li>4. Department and Faculty Meetings</li> <li>5. Title I and Title III monies</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. English Regents Scores</li> <li>2. Component Retesting scores</li> <li>3. Formative and summative classroom assessments</li> </ol>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged, and Special Education.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Time Line: September 2010-June 2011 Target Populations: Cohort 2011 Objective #2: Increase the number of students who will pass the English Regents examination with a 65% by five percent from 58% last year. Action Plan:</p> <ul style="list-style-type: none"> <li>• Implement a uniform Mock Regents day across all RG classes.</li> <li>• Provide extra tutoring support for students who are eligible to take the Component Retest Examination after the January 2010 Regents.</li> <li>• Conduct professional development in department and faculty meetings which support ELA instruction and school wide literacy.</li> <li>• Periodic classroom assessments which mirror all tasks of the Regents examination.</li> <li>• Interdepartmental meetings to include ELA/ESL/SPED teachers in order to share best practices.</li> <li>• Formalization of C-6 assignments to support one on one instruction of students.</li> <li>• Implement a successful inter-visitation schedule for all ELA teachers to foster an environment of collaboration.</li> </ul> <p>Accountability: Assistant Principal and Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Inter-Visitation schedule</li> <li>• Data team</li> <li>• ARIS</li> <li>• Department and Faculty Meetings</li> <li>• Title I and Title III monies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• English Regents Scores</li> <li>• Component Retesting scores</li> <li>• Formative and summative classroom assessments</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To meet Annual Yearly Progress in all the following subgroups: Black, Hispanic, English Language Learners, Asian, Economically Disadvantaged, and Special Education.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010-June 2011</b> <b>Target Population: Cohort 2011</b> <b>Objective #3: To establish a teacher professional development plan for all ELA teachers who are instructing cohort students.</b> <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Periodic classroom assessments which mirror all tasks of the Regents examination.</li> <li>• Interdepartmental meetings to include ELA/ESL/SPED teachers in order to share best practices.</li> <li>• Formalization of C-6 assignments to support one on one instruction of students.</li> <li>• Implement a successful inter-visitation schedule for all ELA teachers to foster an environment of collaboration.</li> </ul> <p><b>Accountability: Assistant Principal and Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Inter-Visitation schedule</li> <li>• Data team</li> <li>• ARIS</li> <li>• Department and Faculty Meetings</li> <li>• Title I and Title III monies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• English Regents Scores</li> <li>• Component Retesting scores</li> <li>• Formative and summative classroom assessments</li> </ul>

Subject/Area (where relevant): English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-January 2010</b>  <b>Target Population: All ELA Teachers</b>  <b>Objective #1: To create a professional development plan for every teacher which aggressively addresses the implementation of Differentiated Instruction in the classroom</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development on Differentiation by leading experts at the annual school-wide retreat.</li> <li>• Utilize the observation process to identify teacher strengths and opportunities for professional growth.</li> <li>• Create a buddy system for teachers who need support on implementing differentiation in the classroom.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Process</li> <li>• Lesson plans which reflect Differentiation Instruction</li> <li>• Create a buddy system for teachers who need support on implementing differentiated lesson plans.</li> </ul>

Subject/Area (where relevant): English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010-January 2011</b>  <b>Target Population: All ELA Teachers</b>  <b>Objective #2: To uniformly implement the Principal’s initiatives of establishing pre-determined groups with multiple leveled activities and the utilization of alternate texts.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Utilize department meetings as a time when teachers can write differentiated lesson plans.</li> <li>• Create a differentiated resource lesson plan book for teachers through the observation process</li> <li>• Dissemination of best teaching strategies in the Principal’s Differentiated Newsletter.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Process</li> <li>• Lesson plans which reflect Differentiation Instruction</li> <li>• Create a buddy system for teachers who need support on implementing differentiated lesson plans.</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the knowledge of and effective use of differentiated instruction in the ELA classroom.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Time Line: September 2010-January 2011 Target Population: All ELA Teachers Objective #3: To increase student engagement by incorporating facets of multiple intelligences in the classroom and ensuring that each child’s style of learning is being addressed in the classroom. Action Plan:</p> <ul style="list-style-type: none"> <li>• Professional development for Staff in the use of ELMO, PowerPoint, Smart Board and other technologies.</li> <li>• Utilize more project-based assessments in the classroom.</li> <li>• Setting SMART goals with students and conduct periodic conferencing with students to monitor individual progress.</li> <li>• Utilize different modalities in the classroom: literature circles, debate protocols, visual organizers, technology, auditory aids to maximize student engagement.</li> <li>• Provide advanced learners with more rigorous work inside and outside the classroom.</li> </ul> <p>Accountability: Assistant Principal and All ELA Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional Development monies</li> <li>• Inter-visitation schedule</li> <li>• Department and Faculty meetings</li> <li>• Professional Development Days</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Process</li> <li>• Lesson plans which reflect Differentiation Instruction</li> <li>• Create a buddy system for teachers who need support on implementing differentiated lesson plans.</li> </ul>

Subject/Area (where relevant): English Language Arts

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage of students in ELA by 5% from 70% as evidenced by Term 1 and Term 2 scholarship reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010-January 2011</b>  <b>Target Population: All Students</b>  <b>Objective #1: To improve the quality of instruction in the classroom so that each child’s needs are being met.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Conference with each teacher about their scholarship reports at the end of each marking period.</li> <li>• Implement an action plan for individual teachers who are struggling to secure acceptable scholarship data.</li> <li>• Utilize the observation progress to measure individual teacher growth.</li> <li>• Implement an individualized teacher growth plan for each member of the department.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage of students in ELA by 5% from 70% as evidenced by scholarship reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010-January 2011</b> <b>Target Population: All Students</b> <b>Objective #2: To utilize the data team to diagnose and implement best department practices.</b> <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Monthly meetings by the data team to target individual best practices to share with the department.</li> <li>• Visitations by the data team to support teachers with ineffective teaching strategies in order to establish a collaborative environment.</li> <li>• Reporting of best practices by data team at the department meetings.</li> <li>• Identify students who have failed English more than once and create alternative learning plans for these students.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage of students in ELA by 5% from 70% as evidenced by scholarship reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010-January 2011</b>  <b>Target Population: All Students</b>  <b>Objective #3: To target students who are failing with a 55% and alternatives in the classroom.</b>  <b>Action Plan:</b></p> <ul style="list-style-type: none"> <li>• Provide remediation packers for struggling students based on skill level.</li> <li>• Create more project-based assessments to use in the classroom.</li> <li>• Create a department menu of product options for students which incorporate multiple intelligences.</li> </ul> <p><b>Accountability: Assistant Principal and All ELA Teachers, All Students</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Teacher Data</li> <li>• Data Specialist</li> <li>• Data Team</li> <li>• Department and Faculty Meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Scholarship Reports</li> <li>• Credit Accumulation</li> <li>• Observation Process</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure all Science and Health instruction is aligned to NYS Standards identified as “power standards” in efforts to increase passing percentages on the Regents exams to 65 or greater by a minimum of 5%. For Living Environment from 81% to 86%, in Earth Science from 58% to 63%, in chemistry from 76% to 81% and in Physics from 73% to 78%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line:</b> September 2009-June 2010 <b>Target Population:</b> Students taking and teacher teaching CORE regents science and health courses. <b>Objective:</b> To implement professional development for teachers to plan for changes in the scope and sequence and pacing calendar for science and health curriculum to address the identified power standards and skills and the “less is more” philosophy of the school.</p> <ol style="list-style-type: none"> <li>1. To conduct professional development with CORE teams of teachers in August 2009 to redesign our pacing calendar to plan for time needed for our “less is more” philosophy with power standards.</li> <li>2. To conduct professional development with CORE teams of teachers in August 2009 to revise the scope and sequence of material presented in our curriculum according to the power standards.</li> </ol> <p><b>Responsible Staff:</b> Teachers of the CORE Regents science and health courses and AP Science.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Funds/Grants, copies of NYS Standards to be distributed to teachers, and revised pacing calendars to be distributed to teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</p>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To ensure all Science and Health instruction is aligned to NYS Standards identified as “power standards” in efforts to increase passing percentages on the Regents exams to 65 or greater by a minimum of 5%. For Living Environment from 86% to 91%, in Earth Science from 47% to 52%, in chemistry from 67% to 72% and in Physics from 66% to 71%.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students taking and Teachers teaching CORE regents science and health courses.</b> <b>Objective: To ensure the daily lesson plans and the lesson objectives followed in all science and health courses are aligned to the “power standards” and are differentiated to meet the needs of all students, with specific focus on the subgroups.</b></p> <ol style="list-style-type: none"><li>1. Inter-departmental professional development with the English and ESL Departments will be planned to help science teachers realize their role in the NYS ELA standards as well as to increase awareness of ESL/ELL best practices.</li><li>2. Teachers will be scheduled to utilize inter-visitation during PD sessions to foster exchange of ideas, teaching methods and best practices. In addition to scheduled inter-visitations, department meetings will be devoted to conducting teacher team walkthroughs to identify “best practice.”</li><li>3. Teachers will be scheduled when possible, to plan together during their preparation periods, as well as, before and after school in small group settings.</li><li>4. Unit common assessment exams will be implemented for all CORE science courses on a monthly basis and students will track their won progress. In addition, unified skills based lessons will be conducted in all CORE science and health classes.</li><li>5. Continue to implement a system of make up lab work for students with excused absences which include Saturday and after school make up labs, self guided field trip labs to local science institutes.</li><li>6. Teachers will use Regents analysis data to identify the “power standards” in each curriculum.</li></ol> <p><b>Responsible Staff: Teachers of the CORE Regents science and health courses ad AP Science.</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Tax Levy Funds/Grants, copies of NYS Standards to be distributed to teachers, and revised pacing calendars to be distributed to teachers.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</b></li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure all Science and Health instruction is differentiated, data driven and student centered in all CORE Science classes.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population: Students taking CORE regents science and health courses.</b>  <b>Objective: To professionally develop science and health teachers in differentiating instruction, acquiring and using data to drive instruction and to develop lesson plans for learning, with specific focus on subgroups.</b></p> <ol style="list-style-type: none"> <li>1. To provide professional development through department meetings and monthly, day-long, in-house professional development meetings, budget pending, focusing on:             <ol style="list-style-type: none"> <li>a. Using data to drive instruction and to differentiate when lesson planning</li> <li>b. Creating differentiated lesson plans to meet the needs of all students</li> <li>c. Setting SMART goals with students and periodic conferencing.</li> <li>d. Creating lessons that are student centered and geared toward learning and assessing student understanding and application.</li> </ol> </li> <li>2. Set up data teams within the department to provide continual feedback on student performance based on data. For example results of common assessments, scholarship reports, Regents exam results, lab performance data, etc.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science and health courses and AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure all Science and Health instruction is differentiated, data driven and student centered in all CORE Science classes.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students taking CORE regents science and health courses.</b> <b>Objective: To revise Health and Science class and lab activities to ensure they are inquiry in nature.</b></p> <ol style="list-style-type: none"> <li>1. Increase student centered activities in all science and health classrooms through common lesson planning which must include a student-centered portion.</li> <li>2. To develop pre-determined groups based on ARIS data to increase effectiveness of group work.</li> <li>3. To have in place by September 2009 uniform skills lessons and assessments for the first 10 days of the school year in all science and health classes.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science and health courses, AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure all Science and Health instruction is differentiated, data driven and student centered in all CORE Science classes.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students taking CORE regents science and health courses.</b> <b>Objective: To incorporate at least 5 lessons per topic that are differentiated and student centered.</b></p> <ol style="list-style-type: none"> <li>1. To provide professional development through monthly, daylong, in house professional development meetings, budget pending, focusing on: Creating differentiated lesson plans specific to each unit in the CORE sciences and health to meet the needs of all students.</li> <li>2. To work together during PD sessions to incorporate the DI strategies learned at our annual retreat at the Glen Cove Mansion into these lesson plans.</li> <li>3. Increase differentiated learning in all science and health classrooms by creating pre-determined groups based on student data and by using alternate text.</li> <li>4. To lesson plan multiple tasks for various student levels.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science and health courses, AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect student centered activities and differentiation, needed data to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Course Syllabi, Lesson Plans, Lab Plans, Student Work, Performance on Common Assessments, Student Goals.</li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure the Science and Health Department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population:</b> Students in subgroups taking CORE regents science and health courses.  <b>Objective:</b> To ensure the sub groups of Special Education and Limited English Proficiency are provide their entitled accommodations.</p> <ol style="list-style-type: none"> <li>1. Vocabulary word walls will be put up in all science classrooms and vocabulary exams will accompany each unit.</li> <li>2. Other departments, specifically ESL, English and Social Studies will be provided with vocabulary word lists associated with science and health courses.</li> <li>3. All science and health classrooms will contain dictionaries and glossaries for student use.</li> <li>4. Identify department leaders in the use of instructional technology and have these teachers conduct professional development through department meetings an inter-visitations to showcase technology based teaching methods.</li> <li>5. Train teachers to utilize school owned SMART Boards and Response Pads in their lessons to help students interact physically with content.</li> <li>6. Teachers will identify and arrange for accommodations such as extended time on exams, resource room, glossaries and exams in multiple languages throughout the regular school year for students that are entitled to such accommodations.</li> </ol> <p><b>Accountability:</b> Teachers of the CORE Regents science and health courses, AP Science and school administration.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure the Science and Health Department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population: Students in subgroups taking CORE regents science and health courses.</b>  <b>Objective: To ensure teachers in the science and health department focus on literacy, reading, writing and vocabulary in every lesson, full sentences, feedback, differentiated instruction through pre-determined grouping and alternate text and the “less is more” philosophy of John Bowne High School in their regular practices.</b></p> <ol style="list-style-type: none"> <li>1. Science and health classroom exams will include reading and writing components that reflect the content and format of the State Regents assessments.</li> <li>2. Teachers will require in-class reading and writing as a component of every lesson taught. The writing will be reflective of the style required on the Regents Exams.</li> <li>3. All science and health exams will include one question that requires an aloud reading passage to help students prepare for the English regents.</li> <li>4. Teachers of all CORE areas will use revised pacing calendars to reflect “power standards.”</li> <li>5. Teachers will collaboratively write and implement unified differentiated lessons during in-house PD sessions.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science and health courses, AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To ensure the Science and Health Department supports all school wide initiatives put in place to increase school wide AYP in their teaching practices.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b>  <b>Target Population: Students in subgroups taking CORE regents science and health courses.</b>  <b>Objective: To ensure teachers in the science and health department focus on attendance, student SMART goals and outreach.</b></p> <ol style="list-style-type: none"> <li>1. Days are incorporated into each pacing calendar for students to chart their own progress and all students will chart their progress following each common assessment.</li> <li>2. Student SMART goals geared toward individual student needs will be put in place and monitored 1x per month by teachers and students.</li> <li>3. Continued outreach to parents, as evidenced by weekly outreach logs, will be conducted by teachers.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science and health courses, AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote enrichment classes and activities for high performing science students especially in the area of science research.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students in subgroups taking CORE regents science courses.</b> <b>Objective: To increase the number of students completing science research projects and entering competitions.</b></p> <ol style="list-style-type: none"> <li>1. To cap the number of students in the Junior and Senior Research classes at 25.</li> <li>2. A Parent Orientation Night for students will be planned to reward students for their achievements and to make parents aware of the classes and opportunities available to the children.</li> <li>3. To work with students to conduct individual research projects in John Bowne High School.</li> <li>4. To increase the number of students participating in outside programs and with outside mentors.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science courses , AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote enrichment classes and activities for high performing science students especially in the area of Doshi Science Research Academy Program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students in subgroups taking CORE regents science courses.</b> <b>Objective: To increase the number of students participating in outside summer science institutes and programs.</b></p> <p style="padding-left: 40px;">1. A Doshi Science Research Program coordinator was hired in 2007 to identify mentors and outside experiences and competitions for students in the program. This practice will continue.</p> <p><b>Accountability: Teachers of the CORE Regents science courses , AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>

Subject/Area (where relevant): Science

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote enrichment classes and activities for high performing science students especially in the area of science research.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2009-June 2010</b> <b>Target Population: Students in subgroups taking CORE regents science courses.</b> <b>Objective: To increase the number of level 3 and 4 students entering the program and John Bowne High School</b></p> <ol style="list-style-type: none"> <li>1. The Science Research Program has successfully been expanded to a 4 year continuum of research classes beginning in the Freshman year, funded through the Science Research Program in collaboration with Doshi Diagnostic Laboratories. This program will now run as a block schedule to increase student attendance and performance.</li> <li>2. We will host a “Science Night” to recruit students for AP classes and the Science Research Program in collaboration with Doshi Diagnostic laboratories.</li> <li>3. The Science Honor Roll System will be used to identify high performing students in science classes and make appropriate subject class recommendations to the Guidance Counselors and Grade Advisor.</li> <li>4. A Doshi Guidance Counselor was hired to recruit and program the Science Research Program which is now a screened program as of September 2008.</li> </ol> <p><b>Accountability: Teachers of the CORE Regents science courses , AP Science and school administration.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Tax Levy Funds/Grants, revised lesson plans to reflect accommodations, needed data regarding accommodations to be distributed to all teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP Observations, Lesson Plans, Student Performance, Student Goals, Passing Percentages.</li> </ul>









Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Make AYP for Cohort 2011 and in all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>In September 2010 identify the names of all students in each of the subgroups who have not yet passes the Integrated Algebra One Regents.</b></p> <p><b>Target Population: Cohort '11</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Printout from ATS of RCOS for Cohort '11.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The Printouts.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Make AYP for Cohort 2011 and in all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – January 2011</b> Convey cohort data to the subject teacher of each of these students and direct the teacher to work with those students on preparing for the January 2011 Algebra One Regents, using the item analysis that was prepared for the student on the June 2010 Regents.</p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Preparation of the item analysis.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The January 2011 Regents percent passing on Algebra One Regents.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Make AYP for Cohort 2011 and in all subgroups.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – January 2011</b> <b>Inform parents of their child’s not meeting Math Regents graduation requirement.</b></p> <p><b>Target Population: Parents of failing students in Cohort “11</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>The services needed to do the mailings</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Copy of the letters sent out.</b></p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number passing on Regents examinations and Percent pass in all subject classes with a breakdown by subgroups SWD, ELL, Hispanic.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> Promote greater teacher contact with parents, including contact about positive information as well as the negative.  <b>Target Population: Parents</b> <b>Responsible Staff: AP Math, Math Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Create generic letters Provide telephone log report forms</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Copy of the letters sent out; logs of phonecalls.</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number passing on Regents examinations and Percent pass in all subject classes with a breakdown by subgroups SWD, ELL, Hispanic.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> Provide professional development for Mathematics teachers on Regents test taking strategies to be used in instruction.</p> <p><b>Target Population: Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Arranging coverages.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The minutes of professional development sessions. Observation reports of lessons in which the strategies are employed.</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number passing on Regents examinations and Percent pass in all subject classes with a breakdown by subgroups SWD, ELL, Hispanic.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – January 2011 and February 2011 – June 2011</b> Analyze the failures on Marking Period 1 for each teacher by subgroup to form the basis of an individual conference with the teacher to discuss ways of moving the failures to passing.</p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Needed data specialist to sort the data (class list grades) by subgroup.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The follow-up letters summarizing the conferences. The class lists in marking period 2 showing improvement in percent passing.</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Create a system for teacher collection, utilization and remediation of individual and whole group student concept and skill deficiencies in mathematics.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Institute the practice of students creating their own copy of their individual item analysis on each classroom class.</b></p> <p><b>Target Population: Students</b> <b>Responsible Staff: Math Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Photocopying services.</b> <b>Folders for teachers.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Documents held by teachers about student deficiencies.</b></p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Create a system for teacher collection, utilization and remediation of individual and whole group student concept and skill deficiencies in mathematics.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Institute the practice by each mathematics teacher of doing item analysis by group and by individual student on each classroom test.</b></p> <p><b>Target Population: Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Duplication services needed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Item analysis sheets of each teacher for each class.</b></p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Create a system for teacher collection, utilization and remediation of individual and whole group student concept and skill deficiencies in mathematics..</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Develop remediation packets for major areas of mathematical skills and concepts for department-wide use.</b></p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Duplication services needed.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The packets.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement strategies for changing mind set of students, teachers, parents of SWD to accepting Algebra Regents as the exam all SWD must pass.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> Offer professional development sessions to special education math teachers on how to effectively teach certain major algebraic concepts and skills.</p> <p><b>Target Population: Special Ed Math Teachers</b> <b>Responsible Staff: AP Math, ICI,PD trainers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Arranging coverages for the teachers..</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Minutes of the PD sessions.</b> <b>Observation reports of the teaching of Special Ed Math lessons.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement strategies for changing mind set of students, teachers, parents of SWD to accepting Algebra Regents as the exam all SWD must pass.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> Conferences with the Special Education AP to create a plan of action to raise the consciousness of the parents, students and teachers of Special Education students about the importance of the Algebra One Regents.</p> <p><b>Target Population: Special Ed AP</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Arranging the Conferences.</b> <b>Designing the letters to be sent to parents.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Minutes of the meetings.</b> <b>Parental Letters.</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Implement the new national performance standards in high school Mathematics (common core.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010</b> <b>Make a copy of the new standards available to each teacher.</b></p> <p><b>Target Population: Teacher of Math</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Resources needed: copier paper, school aide assistance in printing</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Implement the new national performance standards in high school Mathematics (common core.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Offer a series of workshops with the teachers to match the new national standards to the existing New York State standards in each of the 3 years of Mathematics curriculums.</b></p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Resources needed: supplementary materials to come from ICI</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The documents that how the cross-matching of standards</b></p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Implement the new national performance standards in high school Mathematics (common core.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Create new calendars of lessons to include all the new national standards in all 3 Regents courses.</b></p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math, Math Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The “calendars” documents</b></p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Implement the new national performance standards in high school Mathematics (common core.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Create new lessons for any national performance standards that do not now exist in the New York State Standards.</b></p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math, Math Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The documents containing the lessons</b></p>

Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Implement the new national performance standards in high school Mathematics (common core.)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Time Line: September 2010 – June 2011</b> <b>Do professional development on the new standards and the matching lessons.</b></p> <p><b>Target Population: Math Teachers</b> <b>Responsible Staff: AP Math, Math Trainers from ICI</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Minutes of the PD Meetings, materials distributed at the PD meetings, observation reports on lessons taught using the ideas “rolled out” at PD meetings.</b></p>

**Subject/Area (where relevant):** English as a Second Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase passing percentages of Hispanic males by 5% from 50% through the use of differentiated instruction as evidenced by scholarship reports, ARIS data, classroom observations and conferences with teachers by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ESL teachers will use curriculum maps to plan units which focus on the content areas and the use of academic language.</li> <li>• ESL teachers will share differentiated strategies through inter-visitation, collaboration and formalized sharing of materials.</li> <li>• Hispanic males will be encouraged to attend Title III afterschool instructional support programs and Saturday Academy.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• NYSTL</li> <li>• Title III</li> <li>• Teacher made resources</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Lesson plans</li> <li>• Scholarship reports</li> </ul>

Subject/Area (where relevant): English as a Second Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve NYSESLAT scores at each level of students with disabilities by 5% from 86%(beginners), 71%(intermediate), and 46%(advanced) through the use of differentiated instruction as evidenced by ARIS data, NYSESLAT scores, classroom observations and conferences with teachers by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ESL classes will incorporate reader/writer workshop model in double period classes.</li> <li>• ESL teachers will improve implementation of differentiated instruction through professional development.</li> <li>• Long term ELLs will receive computer based instruction in reading to improve vocabulary in content areas and increase reading levels.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• NYSTL</li> <li>• Teacher made resources</li> <li>• Title III</li> <li>• NYS Standards</li> <li>• Per session if available</li> <li>• Computer technology</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Lesson plans</li> <li>• ARIS</li> <li>• NYSESLAT scores</li> </ul>

**Subject/Area (where relevant):** English as a Second Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the academic language proficiency of ELLs in listening, speaking, reading and writing by 5% from students receiving 90-100 (15.44%), 80-89 (20.17%), 70-79 (19.99%), 65-69 (13.54%) by June 2011 as evidenced by scholarship reports, classroom observations and teacher conferences.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ESL teachers will use curriculum maps to plan thematic units which focus on the content areas.</li> <li>• Teachers of ELLs will receive professional development in programs that target academic writing, listening and reading comprehension, accountable talk and vocabulary building strategies that support the instruction of ELLs in the content areas.</li> <li>• ESL teachers will address “juicy sentences at least once per week.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• NYSTL</li> <li>• Title III</li> <li>• Teacher made resources</li> <li>• NYS Standards</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Lesson plans</li> <li>• Scholarship reports</li> </ul>

**Subject/Area (where relevant): Foreign Language**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase passing percentages of Hispanic males by 5% from 50% as evidenced by classroom observations and teacher conferences by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Foreign language teachers will increase active participation in language classrooms and share best practices.</li> <li>• Spanish Native Language Arts teachers will collaborate with ESL teachers and examine specific English Regents tasks and apply to classroom activities.</li> <li>• Foreign language teachers will share best practices through an effective inter-visitiation program.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• NYSTL</li> <li>• NYS standards</li> <li>• Teacher made resources</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Lesson plans</li> <li>• Scholarship reports</li> </ul>

**Subject/Area (where relevant): Foreign Language**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage of students with disabilities through differentiated instruction by 5% from 50% by June 2011 as evidenced by class grades and test scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Foreign language teachers will improve implementation of differentiated instruction through professional development and sharing best practices.</li> <li>• Teachers teaching same levels will share materials and collaborate to write curriculum maps and plan units.</li> <li>• SWD will be offered incentives to participate in after school language tutorial programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Teacher made resources</li> <li>• Per session if available</li> <li>• NYSTL</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Lesson plans</li> <li>• Scholarship reports</li> </ul>

**Subject/Area (where relevant): Foreign Language**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology and enhance instruction in foreign language classrooms by 10% from 40% by June 2011 as evidenced by the use of the Smart board and ELMO.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Language teachers will receive professional development on the use of the Smart board at department meetings and after school.</li> <li>• Teachers will collaborate and share best practices on the uses of technology to teach foreign languages.</li> <li>• Language teachers will participate in an effective inter-visitation program.</li> <li>• Language teachers will assign internet based research projects.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Computer technology</li> <li>• Teacher made resources</li> <li>• Per session if available</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• AP observations</li> <li>• Teacher surveys</li> <li>• Lesson plans</li> </ul>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The teachers within the Agriculture and Business Departments will continue to expand their expertise in various aspects of differentiated instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To continue to expose teachers of Agriculture and Business to as many strategies as possible in the utilization of Differentiated Instruction. Target Population: Agriculture and Business Class Students.  <ol style="list-style-type: none"> <li>1. Use of outside professional resources, in-service training.</li> <li>2. Use of teacher presentations within the department</li> <li>3. Inter-class visitations.</li> <li>4. Printed material.</li> </ol> Accountability: AP Agriculture, Agriculture Teachers and Business Teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> <li>- Department conference time allotment</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Incorporated into lesson</li> <li>2. Viewed during observations</li> <li>3. Teacher participation/enthusiasm</li> </ol>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers within the Agriculture and Business Departments will continue to expand their expertise in various aspects of Differentiated Instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To encourage teachers to expand their use of Differentiated Instruction in their Classrooms. Targeted population is Agriculture and Business Teachers and Students.</p> <ul style="list-style-type: none"> <li>• AP/Teacher conferences regarding observed Differentiated Instruction.</li> <li>• Sharing of effective examples of Differentiated Instruction at Department Conferences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Department Conference time allotment</li> <li>- Additional Teacher Conferences</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Evidence of Differentiated Instruction during classroom observations.</li> <li>• Evidence of Differentiated Instruction during pre/post observation conferences.</li> </ul>

Subject/Area (where relevant): Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers within the Agriculture and Business Departments will continue to expand their expertise in various aspects of Differentiated Instruction and will begin to utilize these techniques within the classrooms a minimum of once a week as evidenced by group work, varied classroom/homework assignments/presentations and shared instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To develop department brochure/bulletin illustrating outstanding examples of Differentiated Instruction. Targeted population is Agriculture and Business Teachers and Students. 1. Teachers will submit examples of successful Differentiated Instruction techniques utilized in their classrooms. 2. Teachers along with Assistant Principal will edit and create a monthly newsletter illustrating effective Differentiated Instruction techniques.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Successful sharing of Differentiated Instruction ideas.</li> <li>2. Monthly Newsletter.</li> </ol>

Subject/Area (where relevant): Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will begin to incorporate literacy into their content area instruction in order to further develop students skills in reading, writing, listening and speaking at least once a week within the first two months of instruction as evidenced by public speaking, group work instruction, reading activities, homework assignments and exams.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011 To continue to expose teachers of Agriculture and Business to a variety of strategies/teaching methodologies in the utilization of literacy within the content area.</p> <ol style="list-style-type: none"> <li>1. Use of professional development/in-service training</li> <li>2. Use of department meetings for teacher presentations</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Observations</li> <li>2. Classroom instruction</li> </ol>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will begin to incorporate literacy into their content area instruction in order to further develop students skills in reading, writing, listening, and speaking at least once a week within the first two months of instruction as evidenced by public speaking, group work instruction, reading activities, homework assignments and exams</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To encourage the teachers to utilize literacy techniques when presenting subject matter material in class.</p> <ol style="list-style-type: none"> <li>1. Inter-class visitations</li> <li>2. Printed material</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Actual teacher visitation reports.</li> <li>2. Review of printed material and sharing of information at department meetings.</li> </ol>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will begin to incorporate literacy into their content area instruction in order to further develop students skills in reading, writing, listening, and speaking at least once a week within the first two months of instruction as evidenced by public speaking, group work instruction, reading activities, homework assignments and exams</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To develop a “literacy within the content area” brochure illustrating outstanding examples of literacy within the content area of Agriculture/Business.</p> <ol style="list-style-type: none"> <li>1. Observation reports</li> <li>2. Development of shared activities booklet</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- VTEA.</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observation Reports</li> <li>• Final brochure</li> </ul>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will begin to participate in inter-class departmental visitations at least once each term within the second month of each term as evidenced by completion and submittal of inter-class visitation forms that will be developed in the Fall 2010 term.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2010 – June 2011</b> To encourage the teachers to be comfortable visiting one another so that they may share successful teaching practices. Targeted population is Agriculture Teachers and Business Teachers  <ol style="list-style-type: none"> <li>1. Allow for coverages, if necessary, in order for teacher inter-class visitations</li> <li>2. Sharing of observations at department conferences</li> </ol> <b>Accountability: AP Agriculture, Agriculture Teachers and Business Teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Time allotment at Department Conferences</li> <li>- Scheduling of teacher to teacher observations</li> <li>- Paid coverages</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Presentations at Department Conferences</li> <li>2. Actual observations</li> </ol>

**Subject/Area (where relevant):** Agriculture/Career/Technical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will begin to participate in inter-class departmental visitations at least once each term within the second month of each term as evidenced by completion and submittal of inter-class visitation forms that will be developed in the Fall 2010 term.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011. To encourage teacher presentations during Department Conferences of observed colleague. Targeted population is Agriculture Teachers and Business Teachers. 1. Individual teacher presentations at Department Conferences of “tips” gathered from colleague observations. 2. Sharing of general observations of a colleague’s classroompractices, etc. Accountability: AP Agriculture, Agriculture Teachers and Business Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Paid Coverages</li> <li>- Scheduling teacher to teacher observations</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Department Conference Presentations</li> <li>• Newsletter of best practices.</li> </ul>

**Subject/Area (where relevant):** Department of Instructional Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #1 - All Instructional Support Service teachers will implement a minimum of two Differentiated instruction lessons per week that focuses on skill improvement, based on skill level data sources such as Aris data, Daedalus, formative and summative assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Teachers will use incorporate into lesson plans indication of pre-determined group by skill. They will be able to justify grouping using data sources. Teachers will individualize using a variety of methods, i.e., different tasks for a particular group based on level, exit cards or use of a variety of learning modalities. Paraprofessional assignments to groups will be based on need to support ELL’s in regard to differentiated instruction.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Small group Professional development, adapted textbooks, software learning</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Assistant Principal will formally and informally assess using the process of observation, walkthroughs and review of lesson plans.</b></p>

**Subject/Area (where relevant):** Instructional Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #2 - Students will increase literacy skills using pre-writing activities such as graphic organizers, thinking maps and outlines in order to increase ELA scores by at least 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Teachers will incorporate the writing process in every content area at least three times a week and will further “ scaffold” the writing process to break down each step for students. Teachers will use the techniques of modeling, guided practice, independent practice and evaluation to foster good writing habits in preparation for essay writing on Regents and RCT’s. Teachers will teach foundation skills such as outlining, use of dictionaries and glossaries, especially for ELL, Former ELL, Hispanic and Economically Disadvantaged SWD’s.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Use of Smart boards, textbooks, dictionaries and other reference books.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>The ELA passing percentage for the Cohort of 2011 will increase by 5% by February. Teachers will include pre-writing activities, writing and evaluation in lesson plans, as evidenced by lesson review, formal and informal observations. Student work will increase in accuracy with each draft by 80%.</b></p>

Subject/Area (where relevant): Instructional Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #3 – Teachers will incorporate the use of Rubrics in conjunction with teacher generated assignments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Teachers will provide students with Rubrics in accordance with homework, classwork assignments and projects, in order to outline clear expectations for exemplary performance on a task. Teachers will explain the criteria for each section of the rubric in conjunction with a point or grading system that is in alignment with the tasks presented in each project. Additionally, teachers will provide advanced students with opportunities to develop rubrics with the teacher. The teacher will elicit ideas from advanced students in order to develop rubrics that add to the climate of maximum student participation in each classroom at least twice weekly. Teachers will plan lessons based on Regents rubrics in preparation for Regents exams, i.e. essay writing for ELA and Social Studies.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Small group professional development</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Teachers will have posted student work with meaningful comments based on rubrics for subjects they teach. This is evidenced by bulletin boards and posted classwork. Teachers will provide a copy of rubrics when submitting lesson plans for formal observations.</b></p>

Subject/Area (where relevant): Instructional Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #4 -Teachers will continue to infuse teaching of vocabulary across the content areas</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Teachers will introduce 5-10 new vocabulary words across the content areas, inclusive of all types of words, identifying parts of speech and directing students to participate using choral repetition, providing examples and using words within homework, classwork and exams, whenever possible. Students who are second language students, ELL's, former ELL and Hispanics will be encouraged to use glossaries and dictionaries as a regular practice in order to prepare for exams. Teachers will use visual, kinesthetic, and auditory modalities to further reinforce a deeper understanding of words.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Textbooks, dictionaries, glossaries, Smart boards Small group professional development.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Formal and informal assessments for students Review of lesson plans</b></p>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Physical Education classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: All Physical Education students</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- To create uniform lessons for the first ten days of the term</li> <li>- To create a common assessment to identify student needs</li> <li>- Create student goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Uniform lessons</li> <li>- Uniform assessment</li> <li>- Student goals</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Physical Education classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Physical Education students</b> <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- Create uniform assessments for each Physical Education course</li> <li>- Create student goals for second and third marking periods</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Common assessments for each course</li> <li>- Student goals for second and third marking periods</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Physical Education classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: All Physical Education students</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b>  <ul style="list-style-type: none"> <li>- Create uniform assessments for each Physical Education course</li> <li>- Create student goals for second and third marking periods</li> </ul> </p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Common assessments for each course</li> <li>- Student goals for second and third marking periods</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to create pacing calendars and common curriculum for Physical Education courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Physical Education students</b> <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- Create Physical Education uniform lessons for the first ten days of the term</li> <li>- Implement uniform lessons during the first ten days of the term.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Uniform lessons created</li> <li>- Uniform lessons implemented</li> <li>- Formal and Informal observations</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to create pacing calendars and common curriculum for Physical Education courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: All Physical Education students</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b>  <ul style="list-style-type: none"> <li>- Meet with teachers to create pacing calendars for each course</li> <li>- Meet with teachers to outline curriculum aligned with the NYS learning standards</li> </ul> </p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Pacing calendars created</li> <li>- Curriculum created aligned with the NYS learning standards</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to create pacing calendars and common curriculum for Physical Education courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: All Physical Education students</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- Meet with teachers to create common assessments for each course</li> <li>- Implement in classes</li> <li>- Create rubrics for each course</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Common assessments created and implemented in classes</li> <li>- Rubrics used as an assessment tool as evidenced by formal and informal observations</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in Physical Education for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 70% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 85% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Physical Education students, SWD, Hispanic, and ELL subgroups</b> <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b>  <ul style="list-style-type: none"> <li>- Saturday Make-up P.E. classes throughout the year</li> <li>- Saturday Credit Recovery P.E. Class</li> </ul> </p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session hours</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance at make-up sessions Number of Credits recovered</p>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in Physical Education for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 70% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 85% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: All Physical Education students, SWD, Hispanic, and ELL subgroups</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- Parent outreach via phone calls. Teachers submit weekly phone logs. Teachers may use Daedalus to log outreach. Letters sent home before the end of each marking period to inform parents of students' progress.</li> <li>- Contact Parents after unprepared sweeps in Physical Education classes.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Weekly phone logs</li> <li>- Number of letters sent</li> <li>- Unprepared Sweeps log</li> </ul>

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in Physical Education for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 70% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 85% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b>  <b>Targeted Populations: SWD, Hispanic, and ELL subgroups</b>  <b>Responsible Staff- Physical Education Dept and A.P. Physical Education</b></p> <ul style="list-style-type: none"> <li>- Increased use of visuals and demonstrations</li> <li>- Collaboration with ESL dept to implement strategies for working with ELL population via inter-visitation program</li> <li>- Offer grading policy in Spanish and Chinese</li> <li>- Buddy System for non-English speaking students</li> <li>- To include cultural contributions of famous Hispanic athletes</li> <li>- Teacher review of IEP's of SWD in order to address the needs of these students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Scholarship report</li> <li>- Formal and Informal observation reports</li> <li>- Inter-visitation program</li> </ul>

Subject/Area (where relevant): The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Music and Art classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students</b> <b>Responsible Staff- Music and Art Dept and A.P. Art and Music</b></p> <ul style="list-style-type: none"> <li>- To create uniform lessons for the first ten days of the term</li> <li>- To create a common assessment to identify student needs</li> <li>- Create student goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Uniform lessons</li> <li>- Uniform assessment</li> <li>- Student goals</li> </ul>

**Subject/Area (where relevant):** The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Music and Art classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Create uniform assessments for each Music and Art course</li> <li>- Create student goals for second and third marking periods</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Common assessments for each course</li> <li>- Student goals for second and third marking periods</li> </ul>

Subject/Area (where relevant): The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create student goals in all Music and Art classes and to monitor these goals throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Create student goal sheets to monitor student goals</li> <li>- Create class goal sheets</li> <li>- Teachers meet with students about their goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Student goal sheets</li> <li>- Class goal sheets</li> <li>- Student/Teacher meetings</li> </ul>



**Subject/Area (where relevant):** The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to create pacing calendars and common curriculum for Music and Art courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Meet with teachers to create pacing calendars for each course</li> <li>- Meet with teachers to outline curriculum aligned with the NYS learning standards</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Pacing calendars created</li> <li>- Curriculum created aligned with the NYS learning standards</li> </ul>

Subject/Area (where relevant): The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to create pacing calendars and common curriculum for Music and Art courses as evidenced by uniform lessons, assessments, rubrics which will be monitored and revised by assistant principal throughout the term by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students</b> <b>Responsible Staff- Music and Art teachers and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Meet with teachers to create common assessments for each course</li> <li>- Implement in classes</li> <li>- Create rubrics for each course</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Common assessments created and implemented in classes</li> <li>- Rubrics used as an assessment tool as evidenced by formal and informal observations</li> </ul>

Subject/Area (where relevant): The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in the Arts for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 75% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 90% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students, SWD, Hispanic, and ELL subgroups</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Art and Music teachers dedicate a period for students to complete projects and extra work</li> <li>- To offer Saturday credit recovery art and music classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session hours</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance at supplemental sessions Number of Credits recovered</p>

Subject/Area (where relevant): The Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in the Arts for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 75% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 90% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: All Music and Art students, SWD, Hispanic, and ELL subgroups</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Parent outreach via phone calls. Teachers submit weekly phone logs. Teachers may use Daedalus to log outreach. Letters sent home before the end of each marking period to inform parents of students' progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Weekly phone logs</li> <li>- Number of letters sent</li> <li>- Daedalus entries</li> </ul>

**The Arts**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the passing percentage in the Arts for the total population a minimum of 3% as compared to the June 2009-2010 scholarship report. Specific targets for Students with Disabilities is a 75% passing rate; for Hispanic students, a 80% passing rate, and for ELL students, a 90% passing rate, by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline- September 2010-June 2011</b> <b>Targeted Populations: SWD, Hispanic, and ELL subgroups</b> <b>Responsible Staff- Music and Art Dept and A.P. Music and Art</b></p> <ul style="list-style-type: none"> <li>- Increased use of visuals and demonstrations</li> <li>- Inter-visitation program with ESL department</li> <li>- Offer grading policy in Spanish and Chinese</li> <li>- Buddy System for non-English speaking students</li> <li>- To include cultural contributions of famous Hispanic athletes</li> <li>- Teacher review of IEP's of SWD in order to address the needs of these students</li> <li>- Use of graphic organizers in Music and Art classes</li> <li>- Reading and Writing daily in Music and Art classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Scholarship report</li> <li>- Formal and Informal observation reports</li> <li>- Inter-visitation program</li> </ul>

**Parent Involvement**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase Parent Involvement.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>July 2010 to June 2011.</b> <b>Target population: Entire student body and families.</b></p> <ul style="list-style-type: none"> <li>- <b>Progress Letters</b></li> <li>- <b>Letters introducing special programs to parents.</b></li> <li>- <b>Increased mailing of letters home.</b></li> <li>- <b>Teacher representation at PTA Meetings.</b></li> <li>- <b>AP attendance at PTA Meetings.</b></li> <li>- <b>Process for calling parents (School Messenger).</b></li> <li>- <b>School Website.</b></li> <li>- <b>CBO Presentation at PTA Meetings</b></li> </ul> <p><b>Accountability of Administration, Teachers, Parents and CBO's (Community Based Organizations).</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- <b>Tax Levy</b></li> <li>- <b>Title I and Title III Funds.</b></li> <li>- <b>PTA Donations and Fundraisers.</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- <b>Increase in attendance at parent-teacher conferences.</b></li> <li>- <b>Improvement in student engagement in lessons.</b></li> <li>- <b>Increased parent response to school outreach efforts.</b></li> <li>- <b>Increase in academic success in classes and state tests.</b></li> <li>- <b>Improvement in student class attendance.</b></li> </ul>

**Student Support Services**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide high quality and ongoing professional development aligned with State and city standards for members of the Guidance department. To implement Chancellor’s Initiatives:</p> <ol style="list-style-type: none"> <li>1. Procedures for helping students who are pregnant</li> <li>2. Procedures for child abuse</li> <li>3. Procedures for suicide prevention/intervention</li> <li>4. Procedures for students who are in temporary housing</li> <li>5. Procedures for promoting students in grades 9-12</li> <li>6. Procedures for home instruction</li> <li>7. Procedures for student-to-student sexual harassment</li> <li>8. Procedures for student records: confidentiality, access and disclosure</li> </ol>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011 Target Population: All students grades 9 – 12.</p> <ol style="list-style-type: none"> <li>1. Child abuse-Chancellors Regulation A-750-Workshops for Counselors and Social Workers.</li> <li>2. Suicide Prevention/Intervention-Workshops for Counselors and Social Workers.</li> <li>3. Home Instruction Services-Chancellors Regulation A-170-Workshkops for Counselors and Social Workers.</li> <li>4. Pregnant and Parenting students’ reproductive health privacy-Chancellors Regulation A-740-Workshops for Counselors and Social Workers.</li> <li>5. Student-to-Student sexual harassment-Chancellors Regulation A-830-Workshops for Counselors and Social Workers.</li> <li>6. Promotion Standards-Chancellors Regulation A-501-Seminar for Counselors, Grade Advisors and Social Workers.</li> <li>7. Students in temporary housing-Chancellor A-780-Workshops for Counselors and Social Workers.</li> </ol> <p>Accountability: Assistant Principal Guidance, Guidance Counselors, Social Workers, Youth Development Counselor, RAPP Counselor, CMS Counselors</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- CFN</li> <li>- Learning Support Organization Liaison</li> <li>- Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Increased class attendance rate.</li> <li>2. Increase the number of students passing more than three subjects.</li> </ol>

Subject/Area (where relevant): Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide support service that will improve student attendance rates.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly September 2010 – June 2011. Target Population: Students who are identified as 407's; students absent more than 20 days per month; students absent three or more consecutive days; students identified as hall walkers and students identified as chronic cutters.</p> <ol style="list-style-type: none"> <li>1. Group counseling.</li> <li>2. Individual counseling.</li> <li>3. Attendance bulletin board.</li> <li>4. Parent/counselor conferences.</li> <li>5. Weekly attendance meeting with staff to review school attendance data.</li> <li>6. Perfect Attendance Assembly.</li> <li>7. SPARK.</li> </ol> <p>Accountability: A.P.P.S.; Assistant Principals; Attendance Teachers/subject teachers/School Attendance Committee; School counselors/grade advisors/Youth Development Coordinator; Coordinator of Student Affairs; Deans; Paraprofessionals; Guidance Counselors.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Phone Master; Attendance records; Community agencies/ Parent workshops; Letters to parents apprising them of the student's attendance status; Bulletin board.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Students with attendance problems will become aware of the importance of attaining 90% attendance.</li> <li>2. Students attendance rate will increase from 83.3% to 85%.</li> <li>3. Students will improve their average attendance rate.</li> <li>4. Students will decrease their lateness rate.</li> <li>5. Students will decrease their cutting rates.</li> <li>6. Number of hall walkers will decrease from 30% to 25%</li> </ol>

**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide support service that will enable all students to earn additional credits towards a diploma.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population:</b> Students who are holdover 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders; August and January graduates; Students with interrupted formal education; Special education students.</p> <ol style="list-style-type: none"> <li>1. Group Counseling.</li> <li>2. Individual counseling.</li> <li>3. Parent/student/conferences with school counselors.</li> <li>4. Parent/teacher conferences.</li> <li>5. Attendance team.</li> <li>6. Tutorial support services.</li> <li>7. School Support Team.</li> <li>8. Integrated classes.</li> <li>9. Young Adult Borough Center.</li> <li>10. RAPP – Relationship Abuse Prevention Program.</li> <li>11. Summer School.</li> <li>12. Outward Bound.</li> <li>13. Child Center of New York.</li> <li>14. Response to Intervention – (RTI). Response to intervention is the prevention of referrals to Special Education via intervention strategies that include a variety of instructional and counseling supports.</li> <li>15. GPS</li> <li>16. CCC</li> </ol> <p><b>Accountability:</b> A.P.P.P.S.; Assistant Principals; AP Instructional Support Services; Social Worker; School Guidance Counselors; Grade Advisors.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b> ESL Coordinator A.P. Languages School Support Team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Students will increase their educational progress in terms of credits toward high school.</li> <li>2. Students will increase their attendance rate.</li> <li>3. Students will be able to relate their educational progress and plans to future career goals.</li> <li>4. Increase the number of students graduating form high school.</li> </ol>

**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide support service that will enable all students to meet and excel State and City performance standards in all subject areas. Conduct exit interviews and transitioning to alternative programs and planning for high school graduation conferences for <u>all</u> students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: All students grades 9 – 12.</p> <ol style="list-style-type: none"> <li>1. Feeder school articulation.</li> <li>2. Center for Writing (CFW)/Agriculture, Science Research and Freshmen Orientation.</li> <li>3. Ninth grade orientation programs.</li> <li>4. Classroom visitations.</li> <li>5. Motivational speakers.</li> <li>6. Leadership classes.</li> <li>7. Negotiation classes.</li> <li>8. Group counseling.</li> </ol> <p>Accountability: A.P.P.S.; Teachers of Negotiation, Mediation and Leadership; School Counselors; Assistant Principals; Community Resources; Phone Master; Alternative Programs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Support:</p> <ol style="list-style-type: none"> <li>1. Student handbook.</li> <li>2. School Calendars</li> <li>3. NYCDOE Graduation requirements.</li> <li>4. Program committee.</li> <li>5. Coordinator of Student Activities.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Number of students passing all classes with 85% or above the first marking period will increase from 539 to 600.</li> <li>2. Students will identify criteria for an Advanced Regents Diploma and a Regents Diploma.</li> <li>3. Students will identify courses needed for graduation.</li> </ol>

**Subject/Area (where relevant):** Student Support Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop programs and activities to increase multicultural awareness.</p>																																				
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population: All students grades 9 – 12.</b></p> <table border="0"> <tr> <td>African Club</td> <td>Spring Carnival</td> <td>MOD Walk America</td> </tr> <tr> <td>CFW Dance</td> <td>Intex</td> <td>US Election Assembly</td> </tr> <tr> <td>Red Cross Presentation</td> <td></td> <td></td> </tr> <tr> <td>Drama Club</td> <td>Japanese Club</td> <td>Senior Weekend</td> </tr> <tr> <td>Senior Awards Night</td> <td></td> <td>Senior/Faculty Basketball Game</td> </tr> <tr> <td>Int. Christian Club</td> <td>Korean Club</td> <td>Blood Drive</td> </tr> <tr> <td>Flower Day</td> <td>Prom</td> <td>Field Day</td> </tr> <tr> <td>Senior BBQ</td> <td>F.F.A.</td> <td>Floriculture</td> </tr> <tr> <td>Junior ROTC</td> <td>Ping Pong Club</td> <td>ARISTA</td> </tr> <tr> <td>Negotiation</td> <td>Senior Assembly</td> <td>School Dance</td> </tr> <tr> <td>NY Postal Food Drive</td> <td>NY Cares Coat Drive</td> <td>AIDS Walk</td> </tr> <tr> <td>March of Dimes</td> <td>Eatwise</td> <td></td> </tr> </table>	African Club	Spring Carnival	MOD Walk America	CFW Dance	Intex	US Election Assembly	Red Cross Presentation			Drama Club	Japanese Club	Senior Weekend	Senior Awards Night		Senior/Faculty Basketball Game	Int. Christian Club	Korean Club	Blood Drive	Flower Day	Prom	Field Day	Senior BBQ	F.F.A.	Floriculture	Junior ROTC	Ping Pong Club	ARISTA	Negotiation	Senior Assembly	School Dance	NY Postal Food Drive	NY Cares Coat Drive	AIDS Walk	March of Dimes	Eatwise	
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<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Student Union.</li> <li>2. C.O.S.A.</li> <li>3. Tax Levy</li> <li>4. Treasury</li> <li>5. Senior Advisor</li> <li>6. Senior Yearbook Advisor</li> <li>7. College Advisor</li> </ol>																																				
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. A.P.P.P.S.</li> <li>2. C.O.S.A.</li> <li>3. Club Advisors</li> <li>4. Senior Advisor</li> <li>5. Senior Yearbook Advisor</li> <li>6. College Advisor</li> </ol>																																				

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	555	565	555	557	373			
10	375	392	383	385	231			
11	295	325	297	297	73			
12	215	239	218	234	7			

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

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



**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ol style="list-style-type: none"> <li>1. Independent curriculum units</li> <li>2. One on One Tutoring</li> <li>3. Extended Day</li> <li>4. Saturday Tutoring</li> <li>5. ELL Classes with Smaller Population</li> <li>6. Regents Prep classes for E7</li> <li>7. Remediation Packet for students based on skill</li> <li>8. Supplementary Reading Classes</li> </ol>
<b>Mathematics:</b>	<ol style="list-style-type: none"> <li>1. New NY State curriculum for grade 9, Integrated Algebra One is subdivided into 4 terms for level 1 and 2 entering Freshmen.</li> <li>2. Use of ICU's for credit recovery and tutoring.</li> <li>3. Tutoring in Regents prep for 6 days before the Regents, by teachers, before and after the students' school day.</li> <li>4. Tutoring for Math regents exam on Saturdays by Queens College Now Program (15 weeks)</li> <li>5. Common planning and tutoring by Doshi teachers.</li> <li>6. Bilingual classes in all 3 years of Mathematics in Spanish and Chinese.</li> <li>7. Parent notification letter of course description and department grading policy.</li> <li>8. Parent notification letter about progress of student at the end of first and second marking periods.</li> <li>9. Conferences by teachers and AP with parents and students.</li> <li>10. Appropriate mathematics work for students in Principal's Learning Center.</li> <li>11. Training of students in use of graphing calculator as a discovery tool.</li> <li>12. Use of CORE CURRICULUM (Prentice Hall) selected by DOE to support City and State standards in Mathematics instruction.</li> <li>13. BOWNE LEADERSHIP INSTITUTE – a block program for selected level 1 and 2 students to create a House environment – selected teachers do common planning and interdisciplinary teaching.</li> <li>14. Offering a one-year course in INTERMEDIATE ALGEBRA for students unable to succeed in Algebra 2 and Trig.</li> <li>15. Increased use of English in all Bilingual classes.</li> <li>16. Use of Differentiated Instruction and Pre-determined groups twice a week in all classes.</li> <li>17. Weekly calls by teachers to parents of students who are absent.</li> <li>18. Teachers can immediately identify needs of students through ARIS</li> </ol>

<b>Science:</b>	<ol style="list-style-type: none"> <li>1. <b>Make Up Labs.</b></li> <li>2. <b>Tutoring – Teacher</b></li> <li>3. <b>Extended Day Program</b></li> <li>4. <b>ICUs</b></li> <li>5. <b>Peer tutoring with Doshi and Advanced Placement Students</b></li> <li>6. <b>ESL/ELL classes offered</b></li> <li>7. <b>Bi-Lingual classes offered</b></li> <li>8. <b>RG classes for Earth Science and Living Environment</b></li> </ol>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>▪ <b>AIS in the Social Studies department includes use of the Kurzweil computer program, small group tutoring, one on one tutoring or peer tutoring depending on staff and student schedules.</b></li> </ul>
<b>Agriculture/Business</b>	<ol style="list-style-type: none"> <li>1. <b>Maintain close Assistant Principal/Guidance contact regarding individual students.</b></li> <li>2. <b>Department policy of frequent home contacts regarding attendance/lateness.</b></li> <li>3. <b>Review of each marking period department stats to review percentage passing.</b></li> <li>4. <b>Teacher logs for home contact.</b></li> <li>5. <b>Department tutoring if necessary</b></li> </ol>
<b>At-risk Services Provided by the Big Buddy Program</b>	<ul style="list-style-type: none"> <li>▪ <b>A mentorship program that pairs staff members with “at-risk” students to improve students’ academic performance and interpersonal skills and relationships. Students receive support services and engage in extra-curricular activities to enable them to be successful in the school community. Support services and extra-curricular activities include group and individual counseling. Student contracts, guidance intervention conferences, career exploration and skill seminars.</b></li> </ul>
<b>At-risk Services Provided by the Child Center</b>	<ul style="list-style-type: none"> <li>▪ <b>Child center is designed to be proactive and systemic in recognizing emotional health issues early in students and engaging families with flexible, culturally relevant services that have been shown to be effective. The program is designed to keep issues from relief from symptoms earlier rather than later, prevent long-term problems and improve school performance and personal relationships with families and friends.</b></li> </ul>
<b>C<sup>3</sup> Project Community, Collaboration for Change</b>	<ul style="list-style-type: none"> <li>▪ <b>The overarching purpose of the C<sup>3</sup> Project is to improve student emotional and behavioral wellness. The focus of services is to teach students pro-social skills through prescriptive <i>Skillstreaming</i> lessons. The Career Institute will serve as a vehicle to motivate students to discover their strengths and interests and transfer them to future career choices. The multifaceted mental health and careers program will offer services and interventions to improve students’ emotional and behavioral wellness resulting in academic progress, better attendance and reduction in the number and severity of disruptive conduct and improvement in school safety. Parents will be encouraged to participate in the college process and student wellness.</b></li> </ul>
<b>GPS—Graduate, Prepare, Succeed</b>	<p><b>GPS-Graduate, Prepare, Succeed is a program coordinated by Central Queens YM and YWHA located in John Bowne High School. The GPS Program consists of a select population of John Bowne High School students who have had attendance issues during the previous school year. All of the students participating in this program will have an opportunity to participate in activities designed to improve their attendance and academic performance. Students will receive academic advising, group</b></p>

	<p>and individual counseling, attendance outreach and family support to ensure that they are attending and progressing in school.</p>
<p><b>RAPP</b></p>	<p><b>CAMBA's Teen RAPP (Relationship Abuse Prevention Program) works in host schools providing crisis counseling services and educational workshops to increase student awareness of abusive relationship behaviors, develop healthy relationships and increase emotional support and stability. RAPP provides individual counseling, group counseling, mediation/conflict, resolution training, and advocacy/referrals for the students. RAPP also conducts presentations and outreach to teachers, school staff, community residents and parents with information on identifying teen abuse. A seven-week summer Peer Leadership Program helps students to become peer leaders, earn money and community service credit. All RAPP services are free and confidential.</b></p> <p><b>Teen RAPP specialize in Relationship Abuse Prevention</b></p> <p><b>Services Provided:</b></p> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling – open discussions</li> <li>• Crisis Counseling</li> <li>• Education Workshops for students, faculty and staff</li> <li>• Community outreach</li> <li>• Summer Peer Leadership Program</li> <li>• Confidentiality</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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### **Language Allocation Policy** **2010-2011**

#### **ELL Identification Process**

The parents of ELLs have the opportunity to select programs for their children. On the day of admission, the parent completes the Home Language Survey and then meets with the LAB/BESIS Coordinator, Dara Eskenazi. Ms. Eskenazi is a licensed ESL teacher with ten years experience as LAB/BESIS coordinator. She determines eligibility for evaluation by conducting an informal oral interview. Ms. Eskenazi reviews the Home Language Survey and shows each family the translated “Orientation Video for Parents of Newly Enrolled English Language Learners”. After watching the video in the native language, and with translators present, the parents are informed of the two program choices offered at John Bowne: Transitional Bilingual and Freestanding ESL. The parents sign and turn in their program selection forms at the time of admission. The LAB/BESIS coordinator administers the LAB-R when necessary. We program identified ELLs based on the parent’s choice of either a bilingual or an ESL instructional program. Throughout the school year, we hold ELL parent meetings with translators present, to inform parents of our instructional programs. Entitlement letters are mailed out in June and Parent Survey and Selection forms are distributed at ELL parent orientation meetings. Over the past three years, the trend of program selection shows that 95% of the Spanish-speaking parents choose our bilingual Spanish program and 95% of the Chinese parents choose the bilingual Chinese program. These program models are aligned with the parents’ requests.

#### **Programming and Scheduling Information**

To support English Language Learners, our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ESL program. Both the TBE and ESL programs are designed to serve ELLs at varied levels of proficiency: beginner (3 periods daily taught by ESL teachers), intermediate (2 periods daily taught by ESL teachers) and advanced (one period daily taught by an ESL teacher and one period daily taught by an ELA teacher). Students in the TBE program receive instruction in Chinese or Spanish Native Language Arts. Furthermore, Chinese and Spanish speaking students in the TBE program receive instruction from bilingual teachers in content areas such as Living Environment, Earth Science, Chemistry, Global Studies, U. S. History, Economics, Geometry, and Intermediate Algebra.

In leveled ESL classes, newcomers and LTEs are grouped heterogeneously or homogeneously depending on their skills and deficiencies and the assigned task. Students increase proficiency through practice in listening, speaking, reading and writing. Teachers focus on activities and scaffolding techniques that enhance critical thinking skills and the language proficiency needed to pass content area classes and regents exams. In order to allow ELLs access to academic discourse, ESL teachers follow a unified unit sequence that includes a wide range of content area themes. There are a number of existing services for long term ELLs. Based on NYSESLAT scores, LTEs are strategically programmed for 1 -2 periods daily for classes in *Read 180* or *Achieve3000*. *Achieve3000* students participate in a web-based program that helps to improve writing, vocabulary skills and comprehension skills of non-fiction text. Students in the *Read 180* class have reading intervention which directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. LTEs are also programmed for regents prep classes in content areas such as English Language Arts, Global Studies and US History and Government.

Additionally, there are 67 SIFE, 81 Special Education ELLs, 126 Long Term ELLs, 134 ELLs between 4-6 years and 604 Newcomer ELLs. Copies of all teachers' licenses/certifications are on file. These classes are heterogeneous and ungraded. Extended day credit recovery and after school instructional support classes are offered to ELLs who require more than four years to graduate.

SIFE receive instruction through differentiation and are grouped homogeneously in ESL for three periods daily. Teachers focus on increasing literacy through content area themes, scaffolding academic language and building phonetic awareness. ELLs in school less than three years and Long Term ELLs are scheduled to take ELA and Global Studies mock regents, ELA acuity exams, ELL periodic assessment and ELA regents. ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP.

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Chinese, Advanced Placement Spanish Language and Spanish Theater (Teatro Español). Teachers of ELLs receive professional development by attending outside workshops, during monthly faculty and departmental conferences, and on Staff Development Days.

### **Professional Development and Support for School Staff**

The following topics are covered in the Professional Development Plan for teachers of ELLs:

- Integrating Academic Language in the Secondary ESL Classroom
- Using the Smart Board for Classroom Activities
- Teaching Vocabulary, Reading and Writing to ELLs
- Differentiated Instruction
- How to use Daedalus
- How to deconstruct “juicy” sentences ~ Strategies that Prepare ELLs for the English Regents
- Achieve3000
- Read180
- Formative Assessment Strategies
- ELL Periodic Assessment ~ Using Data to Drive Instruction

In addition, ESL teachers collaborate to develop curriculum maps with focuses on content area and ESL instruction. AP ELL conducts observations with content area APs and conducts meetings with teachers to offer feedback regarding strategies in scaffolding and vocabulary building for ELLs and former ELLs. To improve the delivery of services to ELLs, an additional ESL teacher will be hired to allow for reduction of class size in beginner level classes.

In order to support native language arts, bilingual dictionaries and glossaries are available in ESL, NLA and bilingual content area classes. Library books are also available in the students' native languages.

Instruction is provided in the native language to transfer skills to English. For example, students read texts in NLA that are taught in ESL and ELA classes. Extended day classes are offered to ELLs for credit recovery in ESL, ELA, math and other content areas. ELLs receive supplemental instruction, academic support in regents preparation during Saturday Academy and in after school tutorial programs in the following subject areas:

- English as a Second Language
- Bilingual Spanish Living Environment
- Bilingual Spanish Earth Science
- Bilingual Spanish Chemistry
- Bilingual Chinese Chemistry

- Bilingual Chinese Global Studies and U.S. History and Government
- Bilingual Spanish Global Studies and US History and Government
- Bilingual Spanish Mathematics
- Native Language Arts Spanish
- Native Language Arts Chinese

### **Parental Involvement**

Parents of ELLs are encouraged to attend in the Title III Saturday Academy. They take classes in ESL and computer literacy. In addition, parents participate in monthly parent workshops conducted by the bilingual guidance counselor. The following workshop topics are based on the results of a needs assessment and individual interviews with parents:

- Understanding transcripts, student programs and attendance records
- Importance of regular attendance
- New York State regents requirements
- How to improve your child's academic performance
- Ways to discuss school issues with teens
- John Bowne High School afterschool and Saturday tutorial programs

### **Assessment Data Analysis**

The data patterns of the NYSESLAT reveal that the beginner and intermediate ELLs can benefit from instructional support in reading and writing in grades 9 and 10. Additionally, listening and speaking must be addressed in ESL and content area classes. In the bilingual Chinese and Spanish programs, students fare better in regents exams taken in the native language than in English. The native language is used to support instruction in bilingual and ESL content area classes. As beginners transition to higher levels, the teachers' use of the native language decreases in the bilingual content area classes.

School leadership uses the results of the ELL Periodic Assessment to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids John Bowne administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, ESL teachers use the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased listening practice. ESL and NLA teachers can incorporate activities that involve listening and note-taking skills in the content areas. In addition to this, ELLs need to improve reading and writing skills. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy.

The LAP for the Spanish and Chinese TBE program calls for engaging and challenging native language instruction in the content areas: mathematics, science and social studies. As the students' level of fluency increases, so does the amount of instruction in English.

In addition, students receive intensive support in English as a Second Language, English Language Arts, and Native Language Arts. Students master academic language in content area classes according to their grade level in the native language while developing proficiency in the English language. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the Freestanding English as a Second Language program, all instruction is delivered in English with native language support. Through differentiated instruction, teachers use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These

programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

The following staff members are on the LAP team: Howard Kwait, Principal; Ian Kamen, Assistant Principal, Organization; Karen Gouede, Assistant Principal, E.L.L.; Mary Gahn, Assistant Principal, Mathematics; Dara Eskenazi, LAB/BESIS Coordinator, Alhan Sencer, Technology / Data Specialist; Maritza Matias, Bilingual Guidance Counselor; Ivan Castillo; Parent Coordinator.

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## **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ✱ Our school’s 2009-10 Title III program narrative and budget are being revised for 2010-11. **The new Title III plan is being written and will be submitted after being ok’d by Gary Goldenback..**

### **Section I. Student and School Information**

Grade Level(s) 9-12                      Number of Students to be Served: 300 LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

School Building Instructional Program/Professional Development Overview

### **Section II. Title III, Part A LEP Program Narrative**

### **Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**Parents are surveyed on their home language. In addition, interpretation is provided in multiple languages (i.e., Spanish, Chinese, Punjabi) at parent meetings and school functions.**

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.

**Our findings show that in addition to having a growing need for translation and interpretation services in multiple languages, we also need greater support regionally and centrally to make parents aware that these services are available.**

#### **Part B: Strategies and Activities**

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

**Translation of school documents is conducted in-house by our staff. Central documents are sent to us in multiple languages and forwarded to parents accordingly.**

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.

**Oral interpretation will be provided at parent meetings and conferences as needed. This will help to meet identified needs by increasing communication with parents and insuring that collaboration is possible. These services are provided in-house by school staff.**

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

**The school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation by providing parents with interpretation services at parent meetings and conferences. This will be coordinated by the AP/PPS, APO, AP Foreign Language, AP/ESL, Parent Coordinator and PTA Executive Board.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,619,485	52,503	1,671,988
2. Enter the anticipated 1% set-aside for Parent Involvement:	16,195	525	16,720
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	80,974	*	
4. Enter the anticipated 10% set-aside for Professional Development:	161,949	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.21%

If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Several strategies have been put in place to ensure that the school will have 100% Highly Qualified teachers by the end of the 2010-2011 school year:**

- 13 teachers are retiring or being reassigned and only Highly Qualified teachers are being hired to take these spots.
- Those teachers who are not Highly Qualified will be taking courses to pass the Content Specialty Test (CST) or take the HOUSSE Survey in the core subject.
- Money from the 5% Title I set-aside will be used to assist teachers in becoming Highly Qualified by supplementing professional development and undergraduate/graduate tuition at the present CUNY rate of \$310/credit.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore John Bowne 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 our school and the families. John Bowne High 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 Advisory Council, as trained volunteers and welcomed members of our school community. John Bowne High School will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

6. **Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**

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

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

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I Program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)**
- **host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the**

program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

John Bowne High School will further encourage school-level parental involvement by:

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

## Section II: SCHOOL-PARENT COMPACT

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**John Bowne High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education ACT (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.**

This school-parent compact is in effect during the 2010-2010 school year.

## REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

### School Responsibilities

John Bowne High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - a. Our school community strives to provide high quality curriculum and instruction by training teachers in methodologies designed to increase the rate and degree of student learning.**
  - b. We strive to provide a supportive and effective learning environment where all students have the opportunity to learn at their highest potential.**
- 2. Hold Student-Parent-Administration orientations during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during August and September 2010 as well as individual parent conferences as needed.**
- 3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:**
  - Marking Period Report Cards on October 27, 2010 and December 8, 2010; January 31, 2011; March 16, 2011; May 10, 2011 and June 28, 2011.**
  - Teacher progress reports are sent home as needed**
  - School messenger calls are sent to inform parents of attendance issues and school notices**
- 4. Provide parents reasonable access to staff:**
  - Fall and Spring Parent-Teacher Conferences will be held on October 28/29, 2010 and March 17/18, 2011**
  - Monthly PTA meetings**
  - Scheduled meetings/conferences as necessary**
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**

- **Through our PTA parents are encouraged to participate in school-wide events such as Winter Carnival, Spring Fair and Parent Workshops which include various topics that are related to student achievement and progress.**

#### Parent Responsibilities

**We, as parents, will support our children's learning in the following ways:**

- **Provide accurate and up to date telephone number/home address**
- **Monitoring attendance daily**
- **Making sure that homework is completed**
- **Monitoring amount of television our children watch**
- **Participating, as appropriate, in decisions relating to my children's education, such as PTA and SLT meetings**
- **Promoting positive use of my child's extracurricular time by encouraging them to participate in clubs and teams after school and on weekends**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, or other policy groups.**

#### OPTIONAL ADDITIONAL PROVISIONS

##### Student Responsibilities

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:**

- **Do homework every day and ask for help when I need to**
- **Read at least 30 minutes every day outside of school time**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day**

##### Additional Required School Responsibilities.

**John Bowne High School will:**

- 1. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- 2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.**
- 3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.**
- 4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the schools curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.**
- 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**

**This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_**

**on \_\_\_\_\_.**

**This Parent Involvement Policy was updated on \_\_\_\_\_.**

**The final version of the document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's Office.**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Refer to Section IV – Needs Improvement (Pages 10-14)**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

- a) **Refer to Section VI (Individual Department Action Plans)**

- b) **Throughout the past couple of years, and hopefully into the 2010-2011 school year if budgetary constraints allow, we have offered and expect to offer After-School and Saturday morning Title III Academy, Saturday PM School, and before and after school tutorials. These classes have run the gamut from ELA, Math, Science and History to skills improvement work in language arts, computer and credit recovery programs. Our directive to teachers has been to focus on skills development through content by emphasizing differentiated instruction and technology in the classroom.**

**Our intent with our renewed strategies in FY 2011 has been to address the needs of three principal groups in our population. They are Students with Disabilities, ELLs and Hispanic subgroups. They are the neediest groups in our building and are the primary focus for us to achieve AYP.**

3. Instruction by highly qualified staff.

**See Appendix 4, Part A, Question 6.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **Our Professional Development program has been and will continue to be a high priority. Due to the amount of Title I money we receive, and the fact that 10% is mandated for professional development, approximately \$162,000 will be used for a myriad of professional development opportunities for our entire staff. Our third annual staff retreat will take place in the Fall. For our first two, we aligned with the Leadership and Learning Center in Colorado. This is the group operated by Dr. Douglas Reeves. We have enjoyed the professional development provided to us by some of the nation's leading experts on Differentiated Instruction, skills development and language arts. We hope to continue working with them this school year. Additionally, each of our ten administrative and supervisory AP's will develop an on-going monthly professional development series to focus in on our three primary focus groups.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **As our staffing needs begin to change due to more retirements each year, our focus on attracting new high-quality, highly qualified teachers takes hold. We have taken into partnerships with Queens College and Hofstra University to use our facility as an observation ground and student teaching placement school for their education majors. We also have hooked up with NYC Teaching Fellows as a potential spot for their teachers. This is an excellent opportunity to meet highly qualified young student teachers and observe them with the intent of hiring the best we are permitted to by NYCDOE Human Resources taking into account hiring freezes and high priority areas such as SPED, ESL, Math and Science.**
6. Strategies to increase parental involvement through means such as family literacy services. **As discussed at the June SLT meeting, one of our focuses this next year will be on family literacy services. Our intent is to hold workshops during evening, Saturdays and perhaps Sundays. We want to use some of the approximately \$16,700 available to create courses at these various times to help our John Bowne families become more literate in English Language Arts. We hope to use some of our present teaching staff to teach courses in language skills development, math, literacy and computer literacy. Our goal is that once our families are more literate and comfortable in the English language, they will become more involved in the everyday workings of John Bowne High School.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
**N.A.**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Questions 8 and 9**  
**Our measures to include the teaching staff as a more viable part of the decision making process regarding usage of academic assessments has already begun. This will continue to happen on two levels.**

**Firstly, our data team, which looks closely at building wide assessments, will expand from 27 members in the 2009-2010 school year to almost 40 for FY 2011. Having almost ¼ of the teaching staff on this committee gives the building a close look at what is**

being done with assessments, their effectiveness, and where we should be looking next. The data team members are also charged with the responsibility of taking back this information to their department meetings and sharing the finding and getting feedback. This feeling of sharing the decision making process permeates throughout the building and help to ensure the growth and development of individual students and the overall instructional program.

Secondly, the Department AP's are responsible for creating a testing and question analysis matrix on their standardized tests – such as mid-terms, finals and Regents exams. With this analysis, individual teachers are then able to keep track of the needs of each student as it pertains to his/her weaknesses on exams. The teachers can focus in on types of difficulties each student has and areas in need of specific remediation.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**See answer above.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Two prime examples of coordinating John Bowne High School programs and resources with Federal and State services are our adult education program and our vocational and technical education program. By using Title III money, we have integrated an adult education program that mirrors our services for our critical focus at John Bowne. We have instituted a Saturday Morning Academy to assist John Bowne families with their adult education needs in both Spanish and Chinese. We offer language and skills acquisition classes, along with computer labs. We hope to add math literacy skills as well if our Title III funding is allocated to us. We also use tax levy money to facilitate the needs of our VTEA program in Agriculture. We supplement funds as needed for support in both the animal and plant science divisions.**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			1,619,485		
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			52,503		
Title II, Part A	Federal			<input checked="" type="checkbox"/>	Not yet Available		
<del>Title III, Part A</del>	<del>Federal</del>			<input checked="" type="checkbox"/>	131,900		
<del>Title IV</del>	<del>Federal</del>			<input checked="" type="checkbox"/>	Not Yet Available		
<del>DEA</del>	<del>Federal</del>	<input checked="" type="checkbox"/>			320,168		
<del>IDEA</del>	<del>Local</del>	<input checked="" type="checkbox"/>			12,009,920		

1. Use program resources to help participating children meet the State standards.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructured Advanced  
Comprehensive \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.  
**Refer to Section IV – Needs Assessment (Pages 10-14)**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.  
**Refer to Sections V and VI, Goals and Action Plans**

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - (a) Provide the following information: 2010-11 Title I allocation = **\$1,619,485**; 10% of Title I allocation = **\$161,949**
  - (b) Describe how the 10% of the Title I funds for professional development will be used to remove the school from school improvement.  
**Staff Development, Retreat Conferences, Coaches, Mentors, expanded travel by administration to out of city conferences to network with other districts.**

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School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**We have 2 mentors, Ellen Popper and Frances Schonbrun. They meet with new teachers two times a week. They observe classes and discuss it at a post-observation conference. The second day the mentors come up with suggestions on ways to improve. The second week the teachers are observed again.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Letter to be sent to parents after receiving school progress report in November, 2010.**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**5**

2. Please describe the services you are planning to provide to the STH population.
  - **Individual and Group Counseling**
  - **Free Breakfast and Lunch**
  - **Help assist in the looking for living shelter**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	John Bowne High School					
<b>District:</b>	25	<b>DBN:</b>	25Q425	<b>School</b>		342500011425

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		80.0	79.4	82.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	1	0	0				
Grade 9	1416	1258	1271				
Grade 10	709	908	938				
Grade 11	507	520	741				
Grade 12	490	423	518				
Ungraded	4	5	1				
<b>Total</b>	<b>3127</b>	<b>3114</b>	<b>3469</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.5	92.5	90.5

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.7	83.6	69.4

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	175	122	82

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	234	215	202

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	177	159	175	Principal Suspensions	619	605	365
# in Collaborative Team Teaching (CTT) Classes	48	57	72	Superintendent Suspensions	84	93	102
Number all others	152	142	127				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	523	573
English Language Learners (ELL) Enrollment: (BESIS Survey)			
Early College HS Program Participants	23	19	15

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<b>Number of Staff - Includes all full-time staff:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	359	428	TBD	Number of Teachers	177	174	171
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	51	55	40
# receiving ESL services only	354	365	TBD	Number of Educational Paraprofessionals	9	6	17
# ELLs with IEPs	41	83	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	243	273	620	% fully licensed & permanently assigned to this school	97.3	97.8	98.8
				% more than 2 years teaching in this school	84.6	80.6	84.2
				% more than 5 years teaching anywhere	66.5	68.3	74.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	87.0	89.5
American Indian or Alaska Native	0.6	0.5	0.4	% core classes taught by "highly qualified" teachers	95.3	98.9	96.8
Black or African American	24.0	22.7	20.4				
Hispanic or Latino	46.4	43.9	40.9				
Asian or Native Hawaiian/Other Pacific	24.1	27.6	33.1				
White	4.6	4.9	5.2				
<b>Male</b>	50.5	49.7	49.9				
<b>Female</b>	49.5	50.3	50.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	v	66
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	
Multiracial						-
Students with Disabilities				X	X	
Limited English Proficient				X	vsh	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	61.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	12.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	36.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>201</b>	District <b>25</b>	School Number <b>425</b>	School Name <b>John Bowne HS</b>
Principal <b>Howard Kwait</b>		Assistant Principal <b>Karen Gouede, A.P. ELL</b>	
Coach <b>Gregory Rodrigues A.P. ISS</b>		Coach <b>Ian Kamen A.P.O.</b>	
Teacher/Subject Area <b>Alhan Sencer, Tech. Coord.</b>		Guidance Counselor <b>Maritza Matias</b>	
Teacher/Subject Area <b>Dara Eskenazi, LAB/BESIS Coord</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Ivan Castillo</b>	
Related Service Provider <b>Yajaira Perez, Comm.Coord.</b>		Other	
Network Leader <b>Gerrie Beirne</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>15</b>	Number of Certified Bilingual Teachers	<b>13</b>	Number of Certified NLA/Foreign Language Teachers	<b>7</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>3515</b>	Total Number of ELLs	<b>904</b>	ELLs as Share of Total Student Population (%)	<b>25.72%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The parents of ELLs have the opportunity to select programs for their children. On the day of admission, the parent completes the Home Language Survey and then meets with the LAB/BESIS Coordinator, Dara Eskenazi. Ms. Eskenazi is a licensed ESL teacher with ten years experience as LAB/BESIS coordinator. She determines eligibility for evaluation by conducting an informal oral interview. Ms. Eskenazi reviews the Home Language Survey and shows each family the translated "Orientation Video for Parents of Newly Enrolled English Language Learners". After watching the video in the native language, and with translators present, the parents are informed of the two program choices offered at John Bowne: Transitional Bilingual and Freestanding ESL. The parents sign and turn in their program selection forms at the time of admission. The LAB/BESIS coordinator administers the LAB-R when necessary. We program identified ELLs based on the parent's choice of either a bilingual or an ESL instructional program. Throughout the school year, we hold ELL parent meetings with translators present, to inform parents of our instructional programs. Entitlement letters were mailed out in June 2010. Parent Survey and Selection forms were distributed at ELL parent orientation meetings on Sept. 1 and 2, 2010. Copies are stored in Rooms 258 and 212. Over the past three years, the trend of program selection shows that 95% of the Spanish-speaking parents choose our bilingual Spanish program and 95% of the Chinese parents choose the bilingual Chinese program. These program models are aligned with the parents' requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										122	120	89	105	436
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										163	97	79	59	398
<b>Push-In</b>														0

<b>Total</b>	0	0	0	0	0	0	0	0	0	0	285	217	168	164	83 4
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### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	864	Newcomers (ELLs receiving service 0-3 years)	604	Special Education	81
SIFE	67	ELLs receiving service 4-6 years	134	Long-Term (completed 6 years)	126

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	392	16		35	8		6	1		433
Dual Language										0
ESL	193	8	19	82	22	17	70	11	50	345
<b>Total</b>	<b>585</b>	<b>24</b>	<b>19</b>	<b>117</b>	<b>30</b>	<b>17</b>	<b>76</b>	<b>12</b>	<b>50</b>	<b>778</b>

Number of ELLs in a TBE program who are in alternate placement: 5

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										37	36	27	46	146
Chinese										85	84	62	58	289
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>122</b>	<b>120</b>	<b>89</b>	<b>104</b>	<b>435</b>								

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

	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										73	36	32	27	<b>168</b>
Chinese										58	38	28	15	<b>139</b>
Russian										3				<b>3</b>
Bengali										6	2	2	1	<b>11</b>
Urdu										6	6		3	<b>15</b>
Arabic										2	1			<b>3</b>
Haitian										1	1	1		<b>3</b>
French										3	1	3	4	<b>11</b>
Korean											1	1		<b>2</b>
Punjabi										2	2	1	1	<b>6</b>
Polish														<b>0</b>
Albanian														<b>0</b>

## 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
Other										9	10	11	8	38
<b>TOTAL</b>	<b>0</b>	<b>163</b>	<b>98</b>	<b>79</b>	<b>59</b>	<b>399</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

To support English Language Learners, our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ESL program. Both the TBE and ESL programs are designed to serve ELLs at varied levels of proficiency: beginner (3 periods for 138 minutes daily taught by ESL teachers), intermediate (2 periods for 92 minutes daily taught by ESL teachers) and advanced (one period for 46 minutes daily taught by an ESL teacher and one period for 46 minutes daily taught by an ELA teacher). Students in the TBE program receive instruction in Chinese or Spanish Native Language Arts. Furthermore, Chinese and Spanish speaking students in the TBE program receive instruction from bilingual teachers in content areas such as Living Environment, Earth Science, Chemistry, Global Studies, U. S. History, Economics, Geometry, and Intermediate Algebra.

In leveled ESL classes, newcomers and LTEs are grouped heterogeneously or homogeneously depending on their skills and deficiencies and the assigned task. Students increase proficiency through practice in listening, speaking, reading and writing. Teachers focus on activities and scaffolding techniques that enhance critical thinking skills and the language proficiency needed to pass content area classes and regents exams. In order to allow ELLs access to academic discourse, ESL teachers follow a unified unit sequence that includes a wide range of content area themes. There are a number of existing services for long term ELLs. Based on NYSESLAT scores, LTEs are strategically programmed for 1 -2 periods daily for classes in Read 180 or Achieve3000. Achieve3000 students participate in a web-based program that helps to improve writing, vocabulary skills and comprehension skills of non-fiction text. Students in the Read 180 class have reading intervention which directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. LTEs are also programmed for regents prep classes in content areas such as English Language Arts, Algebra, Living Environment and US History.

Additionally, there are 67 SIFE, 81 Special Education ELLs, 126 Long Term ELLs, 134 ELLs between 4-6 years and 604 Newcomer ELLs. Copies of all teachers' licenses/certifications are on file in room 258. These classes are heterogeneous and ungraded. Extended day credit recovery and after school instructional support classes are offered to ELLs who require more than four years to graduate.



## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ESL teachers collaborate to develop curriculum maps with focuses on content area and ESL instruction. AP ELL conducts observations with content area APs and conducts meetings with teachers to offer feedback regarding strategies in scaffolding and vocabulary building for ELLs and former ELLs. To improve the delivery of services to ELLs, an additional ESL teacher was hired to allow for reduction of class size in beginner level classes.

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Chinese, Advanced Placement Spanish Language and Spanish Theater (Teatro Español). Teachers of ELLs receive professional development by attending outside workshops, during monthly faculty and departmental conferences, pre and post-observation conferences and on Staff Development Days.

In order to support native language arts, bilingual dictionaries and glossaries are available in ESL, NLA and bilingual content area classes. Library books are also available in the students' native languages. Instruction is provided in the native language to transfer skills to English. For example, students read texts in NLA that are taught in ESL and ELA classes. Extended day classes are offered to ELLs for credit recovery in ESL, ELA, math and other content areas. ELLs receive supplemental instruction, academic support in regents preparation in Saturday tutoring classes and in after school tutorial programs in the following subject areas:

- English as a Second Language
- Bilingual Spanish Living Environment
- Bilingual Spanish Earth Science
- Bilingual Spanish Chemistry
- Bilingual Chinese Chemistry
- Bilingual Chinese Global Studies and U.S. History and Government
- Bilingual Spanish Global Studies and US History and Government
- Bilingual Spanish Mathematics
- Native Language Arts Chinese

### C. Schools with Dual Language Programs

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

n/a

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

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

We provide PD for all ELL personnel during faculty conferences, departmental conferences, pre-observation, and post observation conferences.

The following topics have been covered in the ELL Professional Development Plan for all staff:

- Using the Smart Board for Classroom Activities (on going from Sept. 2009-June 2010)
- Teaching Vocabulary, Reading and Writing to ELLs (July 26-28, 2010)
- Differentiated Instruction ( March 21, 2009, October 17, 2009)
- How to access ELL data on Daedalus (monthly meetings during Spring 2010)
- Integrating Academic Language/ Preparing ELLs for the English Regents (February 7, 2011)
- Achieve3000 (October 4, 2010)

### E. Parental Involvement

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

Parents of ELLs attended ELL orientation meetings on September 1<sup>st</sup> and 2<sup>nd</sup>, 2010. An ELL parent meeting was held in collaboration with the Community Based Organization "Community Collaboration for Change (CCC)" on October 27, 2010. In addition, parents will participate in a parent workshop conducted by the CCC on March 15, 2011. The following workshop topics are based on the results of a needs assessment and individual interviews with parents:

- Understanding transcripts, student programs and attendance records
- Importance of regular attendance
- New York State regents requirements
- How to improve your child's academic performance
- Ways to discuss school issues with teens
- John Bowne High School afterschool and Saturday tutorial programs

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										110	56	23	16	205
Intermediate(I)										70	106	103	99	378
Advanced (A)										41	17	25	27	110
Total	0	0	0	0	0	0	0	0	0	221	179	151	142	693

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										77	40	12	11
	I										54	82	85	75
	A										37	40	32	41
	P										53	17	22	15
READING/ WRITING	B										100	40	14	8
	I										78	120	96	95
	A										41	17	30	33
	P										2	2	11	6

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	153		68	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	156	153	76	124
Physics				
Global History and Geography	140	166	36	83
US History and Government	60	130	20	101
Foreign Language				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The data patterns of the NYSESLAT reveal that the beginner and intermediate ELLs can benefit from instructional support in reading and writing in grades 9 and 10. Additionally, listening and speaking must be addressed in ESL and content area classes. Former ELLs have testing accommodations for up to two years after testing out on the NYSESLAT. With the exception of the Living Environment Regents, in the bilingual Chinese and Spanish programs, students fare better in regents exams taken in the native language than in English. The native language is used to support instruction in bilingual and ESL content area classes. As beginners transition to higher levels, the teachers’ use of the native language decreases in the bilingual content area classes.

and varied writing activities to help students build literacy.

The LAP for the Spanish and Chinese TBE program calls for engaging and challenging native language instruction in the content areas: mathematics, science and social studies. As the students' level of fluency increases, so does the amount of instruction in English.

In addition, students receive intensive support in English as a Second Language, English Language Arts, and Native Language Arts. Students master academic language in content area classes according to their grade level in the native language while developing proficiency in the English language. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the Freestanding English as a Second Language program, all instruction is delivered in English with native language support. Through differentiated instruction, teachers use ESL methodology and scaffolded instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

The following staff members are on the LAP team: Howard Kwait, Principal; Ian Kamen, Assistant Principal, Organization; Karen Gouede, Assistant Principal, E.L.L.; Gregory Rodrigues, Assistant Principal, Literacy/ISS; Dara Eskenazi, LAB/BESIS Coordinator, Alhan Sencer, Technology / Data Specialist; Maritza Matias, Bilingual Guidance Counselor; Yajaira Perez. Comm. Coord., Ivan Castillo; Parent Coordinator.

### **Additional Information**

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

Paste additional information here

## **Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		