



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN BOWNE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q425

PRINCIPAL: HOWARD KWAIT **EMAIL:** HKWAIT@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Howard Kwait	*Principal or Designee	
Christopher Garry	*UFT Chapter Leader or Designee	
Tricia Astuto	*PA/PTA President	
Sonia Rueda	Title I Parent Representative	
Ali Finkel	Student Representative	
Joanna Kozak	Student Representative	
Vanessa Boodhoo	Teacher	
Kari Moyer	Teacher	
Ivan Castillo, Parent Coordinator	Visitor	
Noami Eutsey	CSA	
Karen Hurtubise	Parent	
Allison, Monroe-Bentley	Parent	
Karen Ferguson	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

Goal Number	2011-12 CEP Goal	Goal Description / Rationale	Programs, Strategies, and/or Activities Planned to achieve goals	FY'11 School Budget Item(s) Allocated to Support Accomplishment of Goal
1	Read and analyze informational texts. Students to be able to write opinions and arguments in response.	To help all students improve to achieve Common Core Standards	Curriculum mapping, Infusing literacy across curricula. Approaches such as guided reading instruction on grade level texts, fluency practice, vocabulary building and additional practice with texts from the previous grade band. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade. More literary nonfiction. A significant percentage of questions and tasks are text dependent. Academic vocabulary. Engaging in academic discussions. Using multimedia and technology skillfully. Covering the Most Significant Grammar and Language Conventions. A focus for instruction each year to ensure that students gain adequate mastery of the essential "rules" of standard written and spoken English.	Tax Levy and Title I Funds
2	Engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct	Improving student performance in order to make the rising effective AMO.	Project based learning in Mathematics.	Tax Levy and Title I Funds.

	and explore the reasoning behind arguments to arrive at a viable solution.			
3	Ensure that each of the four cycles focuses on a key component of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment, Designing Coherent Instruction.) Frequent and meaningful feedback will be provided via informal observations or snapshots each followed by a post-observation conference.	To continue to address both the Quality Review statement and JIT findings as they relate to sound pedagogical practices and continuum.	The strategies and activities will be designed by individual departments to ascertain information about where they are and what their next steps should be to meet the Common Core Standards in their given disciplines.	Tax Levy and Title I funds.

ANNUAL GOAL #1 AND ACTION PLAN
MATHEMATICS

Annual Goal #1

- **Meet Chancellor's initiatives that every student must master and be able to demonstrate the following common core standard in mathematics: Engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution by June 2012.**

Comprehensive needs assessment

- **All students (including ELLs, SWD, Hispanic, Black) need to be prepared for the rigor of the new CCLS assessments and to develop skills that align with college readiness standards.**

Instructional strategies/activities

- **Do professional development on the new CCLS: Mathematical Practices. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.**

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
- 2) Provide training and materials for parents for assisting with their children with reading and writing skills.
- 3) Provide training for parents to understand state standards for literacy.
- 4) Provide information for parents in native languages.
- 5) Share information with parents for opportunities to work with building staff.
- 6) Provide parents with the opportunity through the PTA and SLT to develop goals and strategies for literacy.
- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator's office.

Strategies for attracting Highly Qualified Teachers (HQT)

Our strategies to attract Highly Qualified Teachers are multi-faceted. It is our intent to align our teachers with NYS standards for Highly Qualified teachers that will enhance teacher skills and move towards full compliance. Consequently, when necessary, we make use of the 5% Title I set aside funds for assisting teachers to achieve a Highly Qualified distinction. For new teachers, during our interview process, our levels of expectation become imminently clear. Our questioning of teachers cuts to the core of their knowledge of being Highly Qualified. Before being hired, a demo lesson will be observed. As we train and develop our new teachers, they are told, at the onset, that they will be observed a minimum of eight times per year to ascertain their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to achieve our three desired goals for the 2011-2012 school year.

Service and program coordination

A literacy based program has been created under the auspices of the Title III program to assist our ELL populations. These supplemental instructional support programs are used to support language development, English and native language instruction, and are designed to complement core bi-lingual and ESL services.

Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and mastery of “essential rules” of standard spoken and written English are paramount.

AP's have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

In a school our size (approximately 3,600 students at this time), the amount of fiscal and human resources used to support a goal as encompassing as developing literacy to the extent needed here, is extraordinary. Part of our Title I SWP funding is designed to supplement the salary of 34 different teachers who teach a part of their day in specific classes which target literacy for the bottom academic third of our population. A full 10% of the Title I SWP (approximately \$186,000) is scheduled for curriculum and staff development which earmarks reading and analyzing texts as well as developing our students ability to write opinions and arguments. An additional 5% (approximately \$93,000) was initially set aside for developing and maintaining a Highly Qualified Staff.

Almost \$8,300 of Title I translation money is used for printing and translating parent information so that our parents can keep abreast of what we are attempting, and informing them of how they can assist both in school and at home.

We have scheduled \$40,000 of Title I ELL money for software such as Aventa and Achieve to develop literacy skills.

Our Title III LEP allotment of \$115,600 has been split into two major categories. Half has been used to supplement ESL teacher salaries and half has been used to develop our Title III supplemental tutorial program for our ELL's. Over 1100 hours of tutoring for ESL Special Ed students and bi-lingual Chinese and bi-lingual Spanish students has been scheduled. Assistance in literacy in ELA, Chemistry, Living Environment, Earth Science, Math, Global Studies and American History is available. Family counseling and outreach services from the Guidance department are also critical parts of the program.

ANNUAL GOAL #2 AND ACTION PLAN
MATHEMATICS

Annual Goal #2

- To integrate a variety of pedagogical practices so that at least 85% of students (including ELLs, SWD, Hispanic, Black) fulfill NYS Mathematics Graduation Requirements within 4 years.

Comprehensive needs assessment

- All students (including ELLs, SWD, Hispanic, Black) need to be prepared for the rigor of the new CCLS assessments and to develop skills that align with college readiness standards and/or work standards.

Instructional strategies/activities

- As a school/department we will focus on a key component of the Framework for teaching each cycle (i.e.: Questioning, Engagement, Assessment, Designing Coherent Instruction.) Frequent and meaningful feedback will be provided via informal observations or snapshots each followed by a post-observation conference.
- At professional development sessions, we will collaboratively study and implement Regents test taking strategies to be used in instruction.
- Institute the practice by each mathematics teacher of doing item analysis by group and by individual student on cycle uniform assessments.
- Institute the practice of students creating their own copy of their individual item analysis on each classroom test.
- Inform parents on a regular basis of the mathematical deficiencies of their child along with a remediation plan.
- Incorporate Regents questions into daily lessons, modeling how to write the solution to open-ended Regents questions to earn full credit.
- Integrate best practices learned at NCTM conference.
- All teachers will use research based high impact learning strategies for ELLs. These strategies include but are not limited to, integrating choral repetition, vocabulary study and the strategies listed below from Marzano, Pickering & Pollock (2001): *Classroom instruction that works: research-based strategies for increasing student achievement* United States: McREL.
 - Identify similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Assigning homework and practice
 - Generating and testing hypotheses and questions

Strategies to increase parental involvement

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- 3) Provide training for parents to understand state standards for literacy.
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- 5) Share information with parents for opportunities to work with building staff.
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- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator's Office.

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Service and program coordination

A special bilingual Chinese and bilingual Spanish math tutorial is being offered to our ESL students. In addition, a Title 1 Saturday tutorial offers math support to all students. We are also integrating the latest technology (TI-Nspire, TI-84+, TI Smart view, and TI Navigator) so that our students can develop the Common Core State Standards Mathematical Practices which include modeling with mathematics and using appropriate tools strategically.

Budget and resources alignment

Both Tax Levy and Title I money has played an integral part in the development of the math project based learning goal. Funding has been used primarily to foster professional development within the math department to train teachers on the new software and tech hardware recently purchased, such as Sketchpad, tabletop smart boards, the Senteo smart response interactive system and the flip video ultra HD video camera.

The Math Assistant Principal has developed a multi-session Professional Development plan for this school year which will explore with the teachers how to have students demonstrate within the world of math an ability to reason and argue while arriving at viable real life solutions.

ANNUAL GOAL #1 AND ACTION PLAN
ENGLISH

Annual Goal #1

- English Teachers will read incorporate informational texts into their class room instruction so that students can read and analyze informational texts. Classroom instruction will also focus on students creating arguments and writing opinions based on evidence from the text.

Comprehensive needs assessment

- Based on the new Common Core Learning Standards which has shifted emphasis from literary to informational texts, our goal is to better prepare students to become college ready. Although our students have done increasingly better on the ELA exam, with a 20% increase from June 2010 to June 2011, we hope to prepare our students to score higher on the SAT exam.

Instructional strategies/activities

- Teachers will follow a curricula unit sequence which has been mapped out on Atlas.
- Continuous one on one conferencing with students.
- Pre-determined groping, leveled texts, and differentiated activities.
- Explicit vocabulary instruction.
- Pose higher order thinking questions which mirror Bloom's taxonomy.
- Explicit teaching of reading comprehension strategies: identifying main idea, context clues, summarizing, predicting, cause-effect, identifying supporting details, fact versus opinion.
- Scaffolding writing exercises. Required research project for every English class.
- Required visits to the library to focus on research strategies.
- Empower 3000 will be used as a support for lower level readers as a research based program to accelerate reading comprehension. These students will receive differentiated literacy instruction that reaches every student at this/her lexile level.
- For ELLs/SWDs, all related services and academic intervention services will be met.

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 8) Provide workshops to assist parents with helping their children become more literate.
- 9) Provide training and materials for parents for assisting with their children with reading and writing skills.
- 10) Provide training for parents to understand state standards for literacy.
- 11) Provide information for parents in native languages.
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Service and program coordination

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ANNUAL GOAL #3 AND ACTION PLAN
ENGLISH

Annual Goal #3

- Ensure that all teachers are focusing on key components outlined in Danielson's Framework for Teaching (Questioning, Engagement, Assessment, Designing Coherent Instruction).

Comprehensive needs assessment

- Analysis of Periodic Assessments, ELA exams, and Acuity, and PSAT/SAT questions. Feedback from JIT Review and Quality Review. The observation process and lack of consistent meaningful feedback to teachers.

Instructional strategies/activities

- Questions are posed using the "why" and "how". There is a minimum of five higher order thinking questions explored throughout the lesson. In this classroom, teachers are mere facilitators as students are driving the dialogue as well as posing and responding to higher order thinking questions fueled by initial questions designed to elicit critical thinking and student engagement. In this type of setting, all students are heard and engaged in the classroom dialogue. Students create questions based on reading as homework beginning with the "how" or "why" to be used in class. The author's purpose is explored as opposed to examining aesthetics, structure, or techniques. Students in this classroom annotate their texts with questions that are reflective of critical thinking and bring these questions to class discussions.
- In this setting, all students are responding to the "do now" assignment. Students create project options and choose from a student-made menu of options. Students are engaged in healthy debates based on questions they have posed and offered to their classmates. All students are working in groups. Each student within the group has been assigned a specific role and is held accountable for certain responsibilities. All students complete and submit medial and summative assignments.
- All assessments are designed with student choice in mind and are differentiated. All students submit a multitude of assessments such as: the motivational assignment, the work period, and the medial and summative assessments. Students keep portfolios in order to self-reflect and assess their work. Students are completing formative and summative assessments. All assessments are completed successfully by students.
- Teacher uses questioning techniques that are differentiated, catering to student levels and needs. Teacher makes use of backwards design, clearly states and articulates objective. This intended objective is revisited and assessed through the use of a variety of medial assessments as well as a summative or closing activity where the primary focus is to gauge student learning. All questions posed are reflective of higher order thinking questions, formulated using words such as "why" and "how". Teacher makes use of visual literacy and aids, word walls, graphic organizers, images, and short, complex works of non-fiction. There is a unifying thread that runs throughout the lesson that is included to bring students to meet the desired instructional objective. Teacher is aligned with departmental policies, curricula and CCCR.

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 15) Provide workshops to assist parents with helping their children become more literate.
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- 18) Provide information for parents in native languages.
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Budget and resources alignment

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ANNUAL GOAL #1 AND ACTION PLAN **SOCIAL STUDIES**

Annual Goal #1

- **Students will be able to read and analyze informational texts, cartoons, graphs, charts and pictures with a 2% improvement in accuracy between the September diagnostic exam and the May diagnostic exam.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The need for this goal was identified from the results of the two regents exams in history and the item analysis worksheets created from those tests.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **The instructional procedures that will be used to achieve this goal are curriculum mapping, curriculum by design, vocabulary and literacy development in all classes, the workshop model, point of view writing, differentiated materials, tasks and assignments.**
 - b) **The grade level committees will create the cycle assessments and the remediation activities to follow each assessment.**
 - c) **The results of these assessments are given to the data team who in turn identifies grade level weakness. From the same data, teaching case loads which are above average will be identified and those teachers asked to model their methods at an SBO department conference.**
 - d) **The implementation of these activities is during each of the four cycles.**

Strategies to increase parental involvement

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ANNUAL GOAL #3 AND ACTION PLAN **SOCIAL STUDIES**

Annual Goal #3

- **The Social Studies Department will study, analyze and practice four foci of Danielson's rubric – one in each cycle. Each cycle will have a specific focus and teachers will research, train and implement the targeted skill during that cycle so that at the end of the school year, four new or upgraded practices will be incorporated into their skill sets.**

Comprehensive needs assessment

- **The need of this goal was identified from the Danielson rubric which has already been implemented in transitional schools and other venues and is expected to be applied to all schools in the 2012-2013 school year.**

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) Teachers will be organized into groups to review excerpts from literature addressing each of the four foci during departmental conferences and SBO conferences. The first cycle will highlight effective questioning practices based on Bloom's philosophy. During this time, teachers will use the "Mentoring Minds" short cut to Bloom's thinking and questioning. The second cycle emphasizes student engagement. The third cycle will bring a review of all uniform testing such as geography exam, the diagnostic exam, the uniform grade level assessments and mock regents. The aim of this cycle will be regents testing standards for all exams, regents format for tests, regents grading procedures in all exams, item analysis and remediation for all uniform assessments. The fourth cycle will have a specific focus and teachers will research, train and implement the targeted skill during that cycle so that at the end of the school year, four new or upgraded practices will be incorporated into their skill sets.**
 - b) Teachers will be organized into groups to review excerpts from literature addressing each of the four foci during departmental conferences and SBO conferences. Teachers attending outside training in the matters from Teaching American History program and Teachers College PD will turn key their training. The assistant principal of the department or a designee will distribute materials from the regional AP meeting. The spring term may feature a share fair of these successful department practices.**
 - c) The measure of effective questioning of Cycle 1 will be the inclusion of a minimum of 3 Bloom's higher order questions in each lesson as evidenced by the lesson plan. Student engagement will be measured by the inclusion of an active listening activity in at least one lesson a**

week. In addition, teachers will need to submit seating plans for a response analysis during formal and informal observations.
e) The implementation of these activities is during each of the four cycles.

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

- 1) Orientation meetings to discuss the 4 cycle calendar.
- 2) The orientation meetings also discussed our rationales for each of the cycles based on the Framework for Teaching (a cycle each on Questioning, Engagement, Assessment and Curriculum Design)

Strategies for attracting Highly Qualified Teachers (HQT)

Our strategies to attract Highly Qualified Teachers are multi-faceted. It is our intent to align our teachers with NYS standards for Highly Qualified teachers that will enhance teacher skills and move towards full compliance. Consequently, when necessary, we make use of the 5% Title I set aside funds for assisting teachers to achieve a Highly Qualified distinction. For new teachers, during our interview process, our levels of expectation become imminently clear. Our questioning of teachers cuts to the core of their knowledge of being Highly Qualified. Before being hired, a demo lesson will be observed. As we train and develop our new teachers, they are told, at the onset, that they will be observed a minimum of eight times per year to ascertain their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to achieve our three desired goals for the 2011-2012 school year.

Service and program coordination

To maintain alignment with the Common Core Standards and address the needs stipulated in both the Quality Review and JIT findings. We have devised an adjustment in our yearly calendar to focus on four cycles of instruction and assessment rather than our traditional six marking periods. By moving to the four cycles, we are better able to address the four key components of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment and Designing Coherent Instruction.) You will note that the various departments in the building have created specific strategies and activities within their disciplines to coordinate the Framework.

Budget and resources alignment

Both the fiscal and human resources to accomplish Goal #3 vary from department to department. The nature of the four components of the Framework for Teaching is specific to each department's needs. The types of questions a teacher might ask in a Math vs. an English, Social Studies or Science class might differ. The forms of assessment might vary as well. Curriculum design and development is dependent upon specific needs within the core curriculum and the culminating regents exam.

Once again, a big piece of the Title I SWP 10% set aside is going into Professional Development. Professional Development sessions which discuss how to question and engage students are critical to good pedagogy. Developing assessments which are aligned to the standards and prepare students for regents caliber questions are necessary. Mapping our curricula to align with our cycles in a meaningful manner are vital to assessing our students appropriately.

Consequently, each department AP is responsible for formulating a Professional Development component for their monthly department meetings and the six SBO days throughout the year. The Title I money will be used for paying outside educational consultants, buying software and paying non-contractual services through 5% set aside.

ANNUAL GOAL #1 AND ACTION PLAN
SCIENCE

Annual Goal #1

- **In alignment with Common Core Standards, Science Department teachers will infuse critical thinking (analysis) of informational texts in lesson plans.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Science Department members of the school wide Data Team have identified, through NYS Regents examinations results and classroom assessment examinations, 3 areas of student need: connecting personal experiences to related course content, interpreting diagrams, and interpreting reading passages using related content material. All three of these skills can be fostered through the analysis of informational texts, (i.e. scientific journal articles and readings.)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Teachers in the Science Department will:

- a) **Establish pre-determined groups of students in all classes based upon attendance patterns, reading and mathematics levels, Special Education modifications, Subgroups and NYSESLAT scores prior to the end of Cycle. 1.**
- b) **Infuse the use of informational (text) writings (scientific journal articles and readings), with alternate text as identified by (a) above, in lesson plans at a minimum of once per week. Instructional modalities will utilize Danielson's Framework for Teaching, specifically Questioning and Engagement, which will be evidenced in lesson plans.**
- c) **Use the Daedalus system to contact parents/guardians and to inform all other interested parties such as Guidance Counselors and other related support staff of student progress at least twice per Cycle as outreach.**
- d) **Input student performance as evidenced by completed homework assignments, quiz and examination results and other assessment criteria on the Skedula system at least twice per week to increase student accountability and parental awareness.**

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
- 2) Provide training and materials for parents for assisting with their children with reading and writing skills.
- 3) Provide training for parents to understand state standards for literacy.
- 4) Provide information for parents in native languages.
- 5) Share information with parents for opportunities to work with building staff.
- 6) Provide parents with the opportunity through the PTA and SLT to develop goals and strategies for literacy.
- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator's office.

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Service and program coordination

A literacy based program has been created under the auspices of the Title III program to assist our ELL populations. These supplemental instructional support programs are used to support language development, English and native language instruction, and are designed to complement core bi-lingual and ESL services.

Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and mastery of “essential rules” of standard spoken and written English are paramount.

AP's have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

In a school our size (approximately 3,600 students at this time), the amount of fiscal and human resources used to support a goal as encompassing as developing literacy to the extent needed here, is extraordinary. Part of our Title I SWP funding is designed to supplement the salary of 34 different teachers who teach a part of their day in specific classes which target literacy for the bottom academic third of our population. A full 10% of the Title I SWP (approximately \$186,000) is scheduled for curriculum and staff development which earmarks reading and analyzing texts as well as developing our students ability to write opinions and arguments. An additional 5% (approximately \$93,000) was initially set aside for developing and maintaining a Highly Qualified Staff.

Almost \$8,300 of Title I translation money is used for printing and translating parent information so that our parents can keep abreast of what we are attempting, and informing them of how they can assist both in school and at home.

We have scheduled \$40,000 of Title I ELL money for software such as Aventa and Achieve to develop literacy skills.

Our Title III LEP allotment of \$115,600 has been split into two major categories. Half has been used to supplement ESL teacher salaries and half has been used to develop our Title III supplemental tutorial program for our ELL's. Over 1100 hours of tutoring for ESL Special Ed students and bi-lingual Chinese and bi-lingual Spanish students has been scheduled. Assistance in literacy in ELA, Chemistry, Living Environment, Earth Science, Math, Global Studies and American History is available. Family counseling and outreach services from the Guidance department are also critical parts of the program.

ANNUAL GOAL #3 AND ACTION PLAN
SCIENCE

Annual Goal #3

- To insure that higher order thinking skills, as stated in the Common Core Standards, are fostered in each science class lesson; science department teachers will focus on one of the four components of Danielson's Framework for Teaching during each of the four teaching Cycles.

Comprehensive needs assessment

- The development of high order critical thinking skills has been identified as an issue to be addressed in both the JIT review and in the findings of the John Bowne High School Data Team. Additionally, the Quality Review report encourages meaningful administrative feedback to foster sound pedagogical practices.

Instructional strategies/activities

- Science Teachers will:
 - a) During Cycle 1: Devise critical thinking questions in accordance with methodologies indicated in Bloom's Taxonomy of Education Objectives. Questions will be scaffolded to meet the needs of the previously identified subgroups in the class. A minimum of five questions will be present in each day's lesson plan.
 - b) During Cycle 2: Devise student-based activities to engage all students in meaningful tasks. Student activities are created to challenge all students in the class regardless of their pre-determined groupings. Group Activities to occur at a minimum of once per week.
 - c) During Cycle 3: Implement meaningful assessments of student work to include rubrics, meaningful feedback, and student self-evaluation. A minimum of two projects are to be undertaken by students during the cycle.
 - d) During Cycle 4: Design Coherent Instruction by the creation of Pacing Calendars and Curriculum Maps with colleagues during Professional Development Days and School Based Option sessions..
 - e) Be informally observed by the Assistant Principal of Science twice each Cycle to generate positive dialogue on the implementation of best practices.
 - f) Share out activities and strategies devised with other department members during monthly science department meetings.

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

- 1) Orientation meetings to discuss the 4 cycle calendar.
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directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to achieve our three desired goals for the 2011-2012 school year.

Service and program coordination

To maintain alignment with the Common Core Standards and address the needs stipulated in both the Quality Review and JIT findings. We have devised an adjustment in our yearly calendar to focus on four cycles of instruction and assessment rather than our traditional six marking periods. By moving to the four cycles, we are better able to address the four key components of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment and Designing Coherent Instruction.) You will note that the various departments in the building have created specific strategies and activities within their disciplines to coordinate the Framework.

Budget and resources alignment

Both the fiscal and human resources to accomplish Goal #3 vary from department to department. The nature of the four components of the Framework for Teaching is specific to each department's needs. The types of questions a teacher might ask in a Math vs. an English, Social Studies or Science class might differ. The forms of assessment might vary as well. Curriculum design and development is dependent upon specific needs within the core curriculum and the culminating regents exam.

Once again, a big piece of the Title I SWP 10% set aside is going into Professional Development. Professional Development sessions which discuss how to question and engage students are critical to good pedagogy. Developing assessments which are aligned to the standards and prepare students for regents caliber questions are necessary. Mapping our curricula to align with our cycles in a meaningful manner are vital to assessing our students appropriately.

Consequently, each department AP is responsible for formulating a Professional Development component for their monthly department meetings and the six SBO days throughout the year. The Title I money will be used for paying outside educational consultants, buying software and paying non-contractual services through 5% set aside.

ANNUAL GOAL #1 AND ACTION PLAN
ESL

Annual Goal #1

- ESL teachers will implement Common Core Learning Standards to build literacy using information tests. ELLs will create arguments and write opinions based on evidence from the text with emphasis on non-fiction writing.

Comprehensive needs assessment

- Based on the October 2011 Periodic Assessment results, 46% of our ELLs scored in the 76 to 100% range. Our goal is to increase this passing percentage to 51%. 34% scored between 51 and 75%. Our goal is to increase this passing percentage to 38%.

The need for this goal was identified from the results of the two regents exams in history and the item analysis worksheets created from those tests.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
In order to achieve our goal, ESL teachers will implement the following strategies and activities:
- For ELLs/SWDs, if it is indicated in their IEPs, ELLs with disabilities will be provided with resource room and related services. Where recommended, ELLs with disabilities will receive daily instruction two periods (46 minutes each) aligned with the ESL content unit sequence and NY state standards, including listening, speaking, reading and writing activities as indicated below.
- For SIFE, ESL teachers will differentiate instruction based on the assessed needs of the SIFE in their classes. SIFE will read alternate text based on their specific reading levels. Teachers will engage students two periods daily (46 minutes each) in research based activities such as background building, visualization, and metacognitive and semantic awareness. They will provide scaffolded materials such as graphic organizers and alternate worksheets to support the SIFE in their classes while incorporating the strategies indicated below.
- ESL teachers will differentiate instruction based on the assessed needs of the Long Term ELLs in their classes. LTEs will be scheduled for Empower3000 classes one period daily (46 minutes). These students will receive differentiated literacy instruction that reaches every student at his/her lexile level. The Empower3000 research based activities are proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development, and high-stakes test scores.
- **ESL teachers will implement the following:**
 - f) Follow a content-based unit sequence that includes social studies, mathematics and science themes.
 - g) Continuous student to student interaction, choral repetition, partner reading
 - h) Explicit teaching of reading comprehension: identifying main idea, context clues, cause-effect, fact-opinion, etc.
 - i) Pre-determined grouping, leveled texts, and differentiated worksheets.
 - j) Pose high order thinking questions based on Bloom's Taxonomy
 - k) Metacognitive skills development and self-assessment
 - l) Explicit vocabulary instruction and semantic awareness
- **ESL teachers will take part in pre- and post-observation conferences. In order to support teachers in the decision –making process to evaluate the effectiveness of the teaching strategies and academic assessments they will attend professional development sessions, from September 2011 to May 2012, covering the topics listed below.**
 - Integrating Academic Language in the Secondary ESL Classroom
 - Needs Assessment - Evaluating Student Work

- Differentiated instruction for ELLs
- Scaffolding instruction for ELLs

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

Charlotte Danielson's Framework for Teaching (September 6, 2011)

How to identify ELLs in each cohort and target students who need to pass regents exams (October 17, 2011)

Strategies for Assessment in the ESL Classroom (October 17, 2011)

Common Core Learning Standards/Text Exemplars (October 19, 2011)

Integrating Academic Language in the Secondary ESL Classroom (December 13, 15, 2011)

Differentiated instruction and Scaffolding for ELLs (February 14, 16, 2012)

Selecting Leveled Reading Materials and Computer Applications to Support ELLs (November 8, 2011)

Achieve3000 (November 30, 2011, February 8, 2012)

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
- 2) Provide training and materials for parents for assisting with their children with reading and writing skills.
- 3) Provide training for parents to understand state standards for literacy.
- 4) Provide information for parents in native languages.
- 5) Share information with parents for opportunities to work with building staff.
- 6) Provide parents with the opportunity through the PTA and SLT to develop goals and strategies for literacy.
- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator's office.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

A literacy based program has been created under the auspices of the Title III program to assist our ELL populations. These supplemental instructional support programs are used to support language development, English and native language instruction, and are designed to complement core bi-lingual and ESL services.

Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and

mastery of “essential rules” of standard spoken and written English are paramount.

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Budget and resources alignment

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ANNUAL GOAL #3 AND ACTION PLAN
ESL

Annual Goal #3

- ESL teachers will be evaluated in alignment with Charlotte Danielson's rubric. The focus will be on questioning, engagement, assessment and designing coherent instruction.

Comprehensive needs assessment

- To address the guidelines set forth in the Danielson Rubric (Questioning, Engagement, Assessment, Designing Coherent Instruction)
- To help all students improve to achieve Common Core Standards.

Instructional strategies/activities

Through frequent informal observations, AP ELL will provide meaningful feedback. Each observation will be followed by a post-observation conference.

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

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ANNUAL GOAL #1 AND ACTION PLAN
FOREIGN LANGUAGE

Annual Goal #1

- To read and analyze informational texts so that students can write opinions and arguments in response

Comprehensive needs assessment

- **To help all students improve to achieve Common Core Standards**

Instructional strategies/activities

- Curriculum mapping
- Using more examples of literary non-fiction in class
- Differentiated Instruction
- NLA Teachers will examine specific English Regents tasks and apply to classroom activities promoting the use of non-fiction materials and English to address such tasks and better prepare NLA student to handle them.
- Professional Development

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ANNUAL GOAL #3 AND ACTION PLAN
FOREIGN LANGUAGE

Annual Goal #3

- To effectively improve the quality and effectiveness of instruction focusing on the areas of incorporation of the National Common Core Standards.

Comprehensive needs assessment

- To address the guidelines set forth in the Danielson Rubric (Questioning, Engagement, Assessment, Designing Coherent Instruction)
- To help all students improve to achieve Common Core Standards.

Instructional strategies/activities

- Providing frequent and meaningful feedback via informal/formal observations and post observation conferences
- Professional Development
- Differentiated Instruction
- Sharing of Best Practices

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

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Budget and resources alignment

Both the fiscal and human resources to accomplish Goal #3 vary from department to department. The nature of the four components of the Framework for Teaching is specific to each department's needs. The types of questions a teacher might ask in a Math vs. an English, Social Studies or Science class might differ. The forms of assessment might vary as well. Curriculum design and development is dependent upon specific needs within the core curriculum and the culminating regents exam.

Once again, a big piece of the Title I SWP 10% set aside is going into Professional Development. Professional Development sessions which discuss how to question and engage students are critical to good pedagogy. Developing assessments which are aligned to the standards and prepare students for regents caliber questions are necessary. Mapping our curricula to align with our cycles in a meaningful manner are vital to assessing our students appropriately.

Consequently, each department AP is responsible for formulating a Professional Development component for their monthly department meetings and the six SBO days throughout the year. The Title I money will be used for paying outside educational consultants, buying software and paying non-contractual services through 5% set aside.

ANNUAL GOAL #1 AND ACTION PLAN
PHYS ED./MUSIC/ART/

Annual Goal #1

- To read and analyze informational texts. Students to be able to write opinions and arguments in response.

Comprehensive needs assessment

- This goal was created to incorporate the Common Core Learning Standards in all disciplines and to engage students in rigorous tasks, embedded in each instructional unit. Each task will be differentiated to address the needs of all learners, including English Language Learners and Students with Disabilities. Engaging students in common core tasks allows students to practice literacy across all disciplines. The ultimate goal is to increase student achievement.

Instructional strategies/activities

- a) Students in Physical Education classes will be engaged in “Literacy Fridays.” Every Friday, students are assigned a non-fiction reading passage and are required to answer, in complete sentences, three higher order critical thinking questions in response to the reading passage. SAT word of the day is posted and reviewed daily. Vocabulary is incorporated into daily lessons. Students are engaged in meaningful discussions as part of do now and summary assignments. Students are required to complete exit slips as a lesson summary to evaluate student learning. Daily reading and writing is incorporate in Art and Music classes in the do now or in summary activities. Activities are differentiated to meet the needs of individual students. English language Learners are group with a Native language speaker to complete writing assignments. Students are given the opportunity to read their answers aloud.**
- b) All Physical Education, Music and Art teachers, and the Assistant Principal Supervision will be implementing these strategies/Activities. In addition, Smart boards are utilized in Music and Art classes. Mac computers are used in Digital Art classes.**
- c) Teachers are involved in the decision-making regarding the use of academic assessments during meetings such as pre-observation and post –observation conferences, department meetings, common planning time, and data team meetings.**
- d) Timeline for Implementation is September 2011 through June 2012.**

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
- 2) Provide training and materials for parents for assisting with their children with reading and writing skills.
- 3) Provide training for parents to understand state standards for literacy.
- 4) Provide information for parents in native languages.
- 5) Share information with parents for opportunities to work with building staff.
- 6) Provide parents with the opportunity through the PTA and SLT to develop goals and strategies for literacy.
- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator’s office.

Strategies for attracting Highly Qualified Teachers (HQT)

Our strategies to attract Highly Qualified Teachers are multi-faceted. It is our intent to align our teachers with NYS standards for Highly Qualified teachers that will enhance teacher skills and move towards full compliance. Consequently, when necessary, we make use of the 5% Title I set aside funds for assisting teachers to achieve a Highly Qualified distinction. For new teachers, during our interview process, our levels of expectation become imminently clear. Our questioning of teachers cuts to the core of their knowledge of being Highly Qualified. Before being hired, a demo lesson will be observed. As we train and develop our new teachers, they are told, at the onset, that they will be observed a minimum of eight times per year to ascertain their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to achieve our three desired goals for the 2011-2012 school year.

Service and program coordination

A literacy based program has been created under the auspices of the Title III program to assist our ELL populations. These supplemental instructional support programs are used to support language development, English and native language instruction, and are designed to complement core bi-lingual and ESL services.

Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and mastery of “essential rules” of standard spoken and written English are paramount.

AP's have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

In a school our size (approximately 3,600 students at this time), the amount of fiscal and human resources used to support a goal as encompassing as developing literacy to the extent needed here, is extraordinary. Part of our Title I SWP funding is designed to supplement the salary of 34 different teachers who teach a part of their day in specific classes which target literacy for the bottom academic third of our population. A full 10% of the Title I SWP (approximately \$186,000) is scheduled for curriculum and staff development which earmarks reading and analyzing texts as well as developing our students ability to write opinions and arguments. An additional 5% (approximately \$93,000) was initially set aside for developing and maintaining a Highly Qualified Staff.

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We have scheduled \$40,000 of Title I ELL money for software such as Aventa and Achieve to develop literacy skills.

Our Title III LEP allotment of \$115,600 has been split into two major categories. Half has been used to supplement ESL teacher salaries and half has been used to develop our Title III supplemental tutorial program for our ELL's. Over 1100 hours of tutoring for ESL Special Ed students and bi-lingual Chinese and bi-lingual Spanish students has been scheduled. Assistance in literacy in ELA, Chemistry, Living Environment, Earth Science, Math, Global Studies and American History is available. Family counseling and outreach services from the Guidance department are also critical parts of the program.

ANNUAL GOAL #3 AND ACTION PLAN
PHYS. ED/MUSIC/ART

Annual Goal #3

- Ensure that each of the four cycles focuses on a key component of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment, Designing Coherent Instruction.) Frequent and meaningful feedback will be provided via informal observations or snapshots each followed by a post-observation conference.

Comprehensive needs assessment

- This goal was created to continue to address both the Quality Review statement and JIT findings an to improve instruction by providing a common lesson for instruction and curriculum, set clear expectations, and provide frequent, timely and effective feedback for all teachers.

Instructional strategies/activities

- a) Each Physical Education, Music and Art teacher will be observed informally seven times throughout the school year. The focus of each of the four cycles will be based upon Danielson's *Framework for Teaching*. The focus for cycle one will be on questioning. Teachers will receive timely and effective feedback about their use of high order, critical thinking questions based on Bloom's Taxonomy. Questions should address the needs of all subgroups. The focus for cycle two will be on student engagement. The focus of cycle three will be on assessment. The focus of cycle four will be on designing coherent instruction. Each informal observation will have a post-observation conference to ensure timely and effective feedback for teachers to celebrate successes and to make recommendations to improve instruction.
- b) The Assistant Principal Supervision will be responsible for initiating and completing observations and post-observation conferences in collaboration with Physical Education, Music and Art Teachers.
- c) Teachers are involved in the decision-making regarding the use of academic assessments during meeting such as pre-observation and post-observation conferences, department meetings, and common planning time.
- d) Timeline for Implementation is September 2011 through June 2012.

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

- 1) Orientation meetings to discuss the 4 cycle calendar.
- 2) The orientation meetings also discussed our rationales for each of the cycles based on the Framework for Teaching (a cycle each on Questioning, Engagement, Assessment and Curriculum Design)

Strategies for attracting Highly Qualified Teachers (HQT)

Our strategies to attract Highly Qualified Teachers are multi-faceted. It is our intent to align our teachers with NYS standards for Highly Qualified teachers that will enhance teacher skills and move towards full compliance. Consequently, when necessary, we make use of the 5% Title I set aside funds for assisting teachers to achieve a Highly Qualified distinction. For new teachers, during our interview process, our levels of expectation become imminently clear. Our questioning of

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Service and program coordination

To maintain alignment with the Common Core Standards and address the needs stipulated in both the Quality Review and JIT findings. We have devised an adjustment in our yearly calendar to focus on four cycles of instruction and assessment rather than our traditional six marking periods. By moving to the four cycles, we are better able to address the four key components of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment and Designing Coherent Instruction.) You will note that the various departments in the building have created specific strategies and activities within their disciplines to coordinate the Framework.

Budget and resources alignment

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ANNUAL GOAL #1 AND ACTION PLAN
AGRICULTURE

Annual Goal #1

- To read and analyze informational texts. Students to be able to write opinions and arguments in response.

Comprehensive needs assessment

- Data indicates that most reading that students need to do in order to be successful in College and the work force consists of non-fiction texts/articles. In order to meet the needs of the common core standards for reading standards for literacy was science and technical subjects, the use of non-fiction texts within the classroom needs to be emphasized.

Instructional strategies/activities

Strategies/Activities

- All teachers will distribute texts in all classes.
- Exercises demonstrating critical reading/comprehensive will be given during in-class time and reinforced in homework assignments.
- Reading for comprehension/understanding will be demonstrated and practiced in class and reinforced for homework.
- Exam/exercises will include problems/questions eliciting understanding for critical reading and information gathering within the relevant texts/articles.
- Student demonstrations will include projects/presentations demonstrating ability to read for understanding and information gathering.

Staff Utilized

- All teachers within the department
- Assistant Principal
- Professional Development presenters.

Teachers Inclusion in Evaluation of Goal

- Department meetings
- Staff Development of calculation tools

Time-Line

- September 2011 – June 2012

Strategies to increase parental involvement

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Service and program coordination

A literacy based program has been created under the auspices of the Title III program to assist our ELL populations. These supplemental instructional support programs are used to support language development, English and native language instruction, and are designed to complement core bi-lingual and ESL services.

Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and mastery of "essential rules" of standard spoken and written English are paramount.

AP's have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

In a school our size (approximately 3,600 students at this time), the amount of fiscal and human resources used to support a goal as encompassing as developing literacy to the extent needed here, is extraordinary. Part of our Title I SWP funding is designed to supplement the salary of 34 different teachers who teach a part of their day in specific classes which target literacy for the bottom academic third of our population. A full 10% of the Title I SWP (approximately \$186,000) is scheduled for curriculum and staff development which earmarks reading and analyzing texts as well as developing our students ability to write opinions and arguments. An additional 5% (approximately \$93,000) was initially set aside for developing and maintaining a Highly Qualified Staff.

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Our Title III LEP allotment of \$115,600 has been split into two major categories. Half has been used to supplement ESL teacher salaries and half has been used to develop our Title III supplemental tutorial program for our ELL's. Over 1100 hours of tutoring for ESL Special Ed students and bi-lingual Chinese and bi-lingual

Spanish students has been scheduled. Assistance in literacy in ELA, Chemistry, Living Environment, Earth Science, Math, Global Studies and American History is available. Family counseling and outreach services from the Guidance department are also critical parts of the program.

ANNUAL GOAL #3 AND ACTION PLAN **AGRICULTURE**

Annual Goal #3

- Ensure that each of the four cycles focuses on a key component of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment, Designing Coherent Instruction.) Frequent and meaningful feedback will be provided via informal observations or snapshots each followed by a post-observation conference.

Comprehensive needs assessment

The comprehension evaluation is, then, an affirmation of the quality of teaching, and it should be designed to enable teachers to demonstrate their skill in all the components of the Framework for Teaching.

Instructional strategies/activities

Strategies/Activities

- Each teacher will be observed by the Assistant Principal a minimum of two times per cycle. Each cycle will focus on one of the four components of the Framework for Teaching. Post-observations will be held for each information observation, while pre-observation and post-observations will be conducted for formal observations.
- Strategies will be discussed at the conferences for improving on each of the Framework for Teaching components in order to improve/enhance present teaching techniques.
- Professional development at department conferences will focus on each of the teaching components and include teacher presentations on good teaching practices.
- Inter-class visitations will be encouraged and common planning time provided for sharing/development of strategies.

Staff Utilized

- All teachers within the department
- Assistant Principal

Teachers Inclusion in Evaluation of Goal

- Department meetings
- Staff development
- Pre-Post observation conferences

Time-Line

- September 2011 -- ongoing

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

- 1) Orientation meetings to discuss the 4 cycle calendar.
- 2) The orientation meetings also discussed our rationales for each of the cycles based on the Framework for Teaching (a cycle each on Questioning, Engagement, Assessment and Curriculum Design)

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To maintain alignment with the Common Core Standards and address the needs stipulated in both the Quality Review and JIT findings. We have devised an adjustment in our yearly calendar to focus on four cycles of instruction and assessment rather than our traditional six marking periods. By moving to the four cycles, we are better able to address the four key components of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment and Designing Coherent Instruction.) You will note that the various departments in the building have created specific strategies and activities within their disciplines to coordinate the Framework.

Budget and resources alignment

Both the fiscal and human resources to accomplish Goal #3 vary from department to department. The nature of the four components of the Framework for Teaching is specific to each department's needs. The types of questions a teacher might ask in a Math vs. an English, Social Studies or Science class might differ. The forms of assessment might vary as well. Curriculum design and development is dependent upon specific needs within the core curriculum and the culminating regents exam.

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ANNUAL GOAL #1 AND ACTION PLAN
Special Education Department

Annual Goal #1 Instructional Support Services

- Read and analyze informational texts. Students to be able to write opinions and arguments in response.

Comprehensive needs assessment

- All Students with Disabilities need to be prepared to meet the standards as outlined in the new CCLS. Students with Disabilities need to meet college readiness standards as outlined by the state and in accordance with the objectives of their IEPs.

Instructional strategies/activities

- Increased professional development around Differentiated Instruction to meet the needs of the range of students. Feedback given to teachers based upon Formal and Informal Observations.
- Professional Development and planning for Self Contained and ICT classes. ICT teams participate in Professional development of Inclusive Classrooms at Teachers College.
- Implementation of teacher groups during SBO team planning meetings and Department Meetings to determine the effectiveness of assessments.
- Cycle 1 – Assessment of incoming students using Gates-MacGinitie assessments. Cycle 2 – Students prepare for state assessments using a variety of strategies aligned with those of the ELA department. Cycle 3 – Teachers review and reassess the needs of students based upon their performance in state exams and program accordingly. Cycle 4 – Students are assessed to determine the measure of improvement.

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
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- 7) Maintain the existing Parent Resource Center located in the Parent Coordinator's office.

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

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Some of the money has been used to supplement the salary of an ESL teacher and additional money is being used in before and after school tutorial services.

The focus is on infusing literacy and expressive language across curricula. Vocabulary development, academic discussions, the use of grammar and language and mastery of “essential rules” of standard spoken and written English are paramount.

AP’s have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

In a school our size (approximately 3,600 students at this time), the amount of fiscal and human resources used to support a goal as encompassing as developing literacy to the extent needed here, is extraordinary. Part of our Title I SWP funding is designed to supplement the salary of 34 different teachers who teach a part of their day in specific classes which target literacy for the bottom academic third of our population. A full 10% of the Title I SWP (approximately \$186,000) is scheduled for curriculum and staff development which earmarks reading and analyzing texts as well as developing our students ability to write opinions and arguments. An additional 5% (approximately \$93,000) was initially set aside for developing and maintaining a Highly Qualified Staff.

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ANNUAL GOAL #2 AND ACTION PLAN

SPECIAL EDUCATION DEPARTMENT

Annual Goal #2 Instructional Support Services

- Engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

- All Students with Disabilities need to be prepared to meet the standards as outlined in the new CCLS. Students with Disabilities need to meet college readiness standards as outlined by the state and in accordance with the objectives of their IEPs.

Instructional strategies/activities

- Teachers from ISS department attend professional development and meet with colleagues from Math department to ensure alignment of instruction according to the new CCLS.
- Inclusion of ISS teachers with math department sponsored professional development sessions. Use of math modeling projects, and challenging math problems promoting problem-solving strategies.
- ISS teachers collaborate in the assessment of modeling projects, uniform assessments, and formative assessments. ISS teachers align instruction with that of the Math department.
- ISS classes follow the Cycles outline as implemented by the Math department including use of technology and tools.

Strategies to increase parental involvement

The key strategies and activities in the PIP that will be implemented are as follows:

- 1) Provide workshops to assist parents with helping their children become more literate.
- 2) Provide training and materials for parents for assisting their children with reading and writing skills
- 3) Provide training for parents to understand state standards for literacy.
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AP's have developed a Professional Development program that will enable teachers to work with the lowest third of our population in both special education and the ELLs.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

ANNUAL GOAL #3 AND ACTION PLAN
Special Education Department

Annual Goal #3 Instructional Support Services

- Ensure that each of the four cycles focuses on a key component of the Framework for Teaching (i.e.: Questioning, Engagement, Assessment, Designing Coherent Instruction.) Frequent and meaningful feedback will be provided via informal observations or snapshots each followed by a post-observation conference.

Comprehensive needs assessment

- Based upon both the Quality Review and the JIT, teachers in the Instructional Support Services will continue to strive to improve instruction and improve outcomes for Students with Disabilities. This is based upon the school wide need to close the gap between Students with Disabilities and the general population, and to improve success in all core subjects. Increasing success of students in statewide exams and credit accumulation will have a positive impact on the graduation rate of all students with disabilities.

Instructional strategies/activities

- In all pre and post observation conferences, Assistant Principal refers to the focus of the particular cycle. In addition, Assistant Principal provides teachers with rubric and outlines of expectations for the particular cycle.
- Department newsletters, professional development and staff discussions reference the goals of the cycle. Written feedback and observations connect the cycles with expectations for Students with Disabilities.
- Following the outlines of the JIT report and the QIP, pedagogical staff supported by the Network team aligns instruction with CCLS and state and city expectations.
- All teachers have already received their first phase of feedback based upon the first school wide based key components (questioning). As we begin the second cycle, teachers reflect on the successes and gaps that need to be closed. The department and school-wide goal is for all teachers to be observed within each cycle. The focus of a particular cycle does not preclude assessing success in the other areas, but is meant to unify the focus within the building on a particular component, during a set period.

Strategies to increase parental involvement

Our strategies for having parents understand Goal #3 consist of:

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Both the fiscal and human resources to accomplish Goal #3 vary from department to department. The nature of the four components of the Framework for Teaching is specific to each department's needs. The types of questions a teacher might ask in a Math vs. an English, Social Studies or Science class might differ. The forms of assessment might vary as well. Curriculum design and development is dependent upon specific needs within the core curriculum and the culminating regents exam.

Once again, a big piece of the Title I SWP 10% set aside is going into Professional Development. Professional Development sessions which discuss how to question and engage students are critical to good pedagogy. Developing assessments which are aligned to the standards and prepare students for regents caliber questions are necessary. Mapping our curricula to align with our cycles in a meaningful manner are vital to assessing our students appropriately.

Consequently, each department AP is responsible for formulating a Professional Development component for their monthly department meetings and the six SBO days throughout the year. The Title I money will be used for paying outside educational consultants, buying software and paying non-contractual services through 5% set aside.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	577	503	577	127	1200			
10	78	128	349	174	800			
11	158	155	178	249	500			
12	110	78	104	117	615			

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Independent curricula packets • Remediation packets • One-on-one tutoring; small group tutoring (during the day) • Academy program (during the day) • Supplemental reading classes • Achieve 3000
Mathematics	<p>Success Academy-math Classes. Small class size. During the school day. ELL Math Tutoring – before and after school, Saturday.</p>
Science	<p>One-to-one tutoring in all science disciplines: Earth Science, Chemistry, Living Environment, and Physics are in place. Additionally, these same tutoring services are undertaken in Spanish and Chinese languages for Bi-lingual students. Strategies are congruent with Regents Preparation techniques and are undertaken during school hours or after school.</p>
Social Studies	<p>History Lab is a Regents preparation program. Students are taken 1 period a week from lunch/gym to work with a teacher in the computer room. Saturday Regents Prep is available from 8:00am to 2:00pm in Room 326 with Mr. Martin Levy. One on one tutoring is available as a C-6 assignment for Mr. Martin Levy, Monday-Friday. Ms. Jane Zhang and Ms. Anabel Diez-Rojas do ESL and Bi-Lingual Title 3 tutoring.</p>
At-risk Services provided by the Guidance Counselor	<p>GPS – Graduate, Prepare, Succeed is a program coordinated by Central Queens YM & 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 and individual counseling, attendance outreach and family support</p>

	to ensure that they are attending and progressing in school.
At-risk Services provided by the School Psychologist	Testing, assessment and placement of students is done by the School Psychologist. As a bi-lingual provider, our psychologist is able to provide services to students and families. The school psychologist is a full-time employee who is supported by an itinerant psychologist one day per week.
At-risk Services provided by the Social Worker	We have two full time speech pathologists that provide services both on a one-to-one basis, and in small group settings during the school day. In addition, we have an itinerant hearing teacher who provides one-to-one service on a part-time basis during school hours. The school occupational therapist works at our site part-time for four days during the week. He provides service for students on a one-to-one basis. Service is provided during the school day. Our physical therapist is also on an itinerant basis. She works one-to-one with her student.
At-risk Health-related Services	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.

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

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

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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information

- about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; 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;
- 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 extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during the 2011-2012 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, while aligned with the Common Core State Learning Standards.**
 - b. **We strive to provide a supportive and effective learning environment where all students have the opportunity to learn at their highest potential.**
 - c. **To provide instruction by highly qualified teachers.**
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 2011 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 November 22, 2011; January 30, 2012; April 18, 2012; and June 26, 2012.**
 - **Teacher progress reports sent home on October 13, 2011; December 20, 2011; March 6, 2012 and May 11, 2012.**
 - **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 27/28, 2011 and March 29/30, 2012**
 - **Monthly PTA meetings**
 - **Scheduled meetings/conferences as necessary**
 5. **Provide parents opportunities to volunteer:**
 - **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:

- Attend school regularly and arrive on time
- 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
- Follow school rules and be responsible for my actions
- Show respect for myself, others and school property

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.

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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

JAN 31, 2012

School DBN: 25Q425

School Name: John Bowne High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 **Restructuring Advanced**

Category: Basic Focused **Comprehensive**

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) **Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Areas that caused John Bowne High School to be identified:

- a) We need to improve our method of tracking goals and monitoring student progress
- b) We need to establish goals and have students take ownership of them
- c) Teachers should focus more on assessment and editing and commenting on students work
- d) We should more consistently group students based on their individual strengths
- e) We should align instruction for beginning ELL students
- f) Teachers should increase the variety of their instructional strategies
- g) Teachers and Administrators should make more inter-visitations to other schools
- h) Professional Development should occur on:
 - 1) Questioning techniques
 - 2) Identification of trends for different departments
 - 3) Instructional scaffolding
 - 4) ESL strategies
 - 5) Creating student centered classrooms

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Based on the Quality Review and JIT of 2009-2010, three primary interventions have been identified:

- a) The use of Data to improve our methods of tracking goals and monitoring student progress. Each data team/department member has been trained to ascertain how the use of data can best facilitate their teaching, grouping and assessing their student's gains. Our goal of data-driven decision making both at the administrative and classroom level is based primarily on our need to improve student achievement. The ability for us to make qualitative decisions based on data analysis is crucial
- b) A second intervention we will implement is vocabulary development. Our need to develop vocabulary skills is paramount to a student's ability to understand and talk about abstract concepts. Our building goal is to not only develop a basic speaking vocabulary, but expand that to a technical vocabulary as well. This is especially true for our ELL population which is rapidly approaching 25% of the student body. The ability for our students to understand multiple meanings as well as figurative language (idioms, metaphors, similes, etc.) is extremely important and has become a vital component of our PD's and observed lessons.
- c) Our third intervention will focus on developing strategies to successfully close the achievement gap for English Learners from different language backgrounds. Since developing literary skills through content areas for ELL's is not easy, a renewed focus will take place in reading and writing. Teacher's PD and classroom strategies will concentrate on progressing to grade-level texts and improving comprehension

strategies. We know that most ELL's are not passing high-stake tests such as NYS Regents Exams. Their limited language skills are forcing us to create effective new designs for teaching literacy through content.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% of Title I funding (totaling \$185,905) is split into three separate categories:

- a) **Partial funding of 6 AP Supervision salaries. These AP's spend roughly 40% of their time giving PD to their department staff. Between departmental meetings, PD on SBO days, PD on conference days and follow-up PD on the approximately 200-300 observations they must write per year for both tenured and non-tenured teachers. PD is structured on using assessments in the classroom, questioning techniques and how to further engage their students.**
 - b) **Funding is used for curriculum development. One of the areas suggested for development in both the Quality Review and JIT of 2009-2010, was to use assets to defray the costs of PD to improve our methods of curriculum mapping (ATLAS), developing ESL skills across curricula and increasing instructional strategies and techniques to facilitate classroom learning.**
 - c) **A third area of Title I 10% spending is in per session PD and prep period coverages. Part of the money is used to free up our 28 Inquiry/Data Team members to meet on a regular basis to focus on assessment analysis. The data that they collect is then turned into suggested instructional strategies across curricula. Each of the departmental data teams has analyzed their individual goals and needs and shared out to the entire staff. A composite has been created among the 9 departments to ascertain best practices and methodology throughout the building. These suggestions will take into account how to group students based on skills, need and individual strengths.**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At the beginning of the 2011-2012 school year, we had 29 teachers who needed varying amounts of mentoring. 17 of the teachers need the entire year (10 months), while 12 teachers needed anywhere from 1 to 6 months.

The mentors employed are 2 F-Status teachers (one with a social studies background, the other was an ESL teacher) and 10 other teachers presently on staff who do their mentoring either before or after their regularly scheduled program. All mentors meet with their mentees from 4-8 hours per month. These contact sessions are (1) classroom observations and (2) follow-up exercises including suggestions, recommendations and "homework."

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.

John Bowne High School is notifying the parents about our classification for school improvement in a back-pack letter being distributed on February 1, 2012. The letter includes home language information at the bottom of the letter along with SES information and contact information for Parent Coordinator, Ivan Castillo.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/ Jie Zhang	District 25	Borough Queens	School Number 425
School Name John Bowne High School			

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

Principal Howard Kwait	Assistant Principal Karen Gouede, A.P. ELL
Coach Gregory Rodrigues, A.P. ISS	Coach Ian Kamen, A.P.O.
ESL Teacher Dara Eskenazi, LAB/BESIS Coord	Guidance Counselor Maritza Matias
Teacher/Subject Area Linda Muhlenforth/ESL Ear Sci.	Parent Tiew Lin Liew
Teacher/Subject Area Jane Zhang/Bil.Social Studies	Parent Coordinator Ivan Castillo
Related Service Provider Yajaira Perez/Commun. Coord.	Other Alhan Sencer/Data Specialist
Network Leader Jie Zhang	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	16	Number of certified bilingual teachers	12	Number of certified NLA/foreign language teachers	14
Number of content area teachers with bilingual extensions	9	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3693	Total Number of ELLs	966	ELLs as share of total student population (%)	26.16%
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Part II: ELL Identification Process

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

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

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 eleven years experience as LAB/BESIS coordinator. She determines eligibility for evaluation by conducting an informal oral interview on the day of enrollment. She completes this within ten school days. 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. A Dual Language Program is an option that is open to parents. The parents sign and turn in their program selection forms at the time of admission. We maintain an orientation log book. We enter the information on ATS. 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. Continued entitlement letters were mailed out in June 2011. Entitlement letters were mailed to all new entrants. Non-entitlement letters are given to the parents of students who scored above the Copies of continued entitlement letters, entitlement letters and non-entitlement letters are maintained in room 258. LAB-R cut score based on our recorded hand-score. Parent Survey and Selection forms were distributed at ELL parent orientation meetings on Aug. 31 and Sept.1, 2011. Copies are stored in Rooms 258 and 212. We administer the NYSESLAT every spring in the ESL classes to all students identified as ELLs. 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. Students are placed in ESL classes based on the RLAT and RNMR reports for ATS.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										13	20	9	5	47
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										27	24	19	12	82
Push-In														0
Total	0	0	0	0	0	0	0	0	0	40	44	28	17	129

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	966	Newcomers (ELLs receiving service 0-3 years)	698	Special Education	89
SIFE	62	ELLs receiving service 4-6 years	153	Long-Term (completed 6 years)	115

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	454	9		37	16	1	8	1	0	499
Dual Language										0
ESL	244	5	11	116	19	20	107	12	57	467
Total	698	14	11	153	35	21	115	13	57	966

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

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										41	34	36	39	150
Chinese										94	79	103	58	334
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0

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
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other														0
TOTAL	0	135	113	139	97	484								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										73	47	33	27	180
Chinese										57	55	39	32	183
Russian										2	2	0	1	5
Bengali										3	6	3	3	15
Urdu										7	6	5	3	21
Arabic										1	1	1	0	3
Haitian										0	3	3	3	9
French										0	2	2	1	5
Korean										0	1	0	1	2
Punjabi										0	2	3	1	6
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										20	12	9	12	53
TOTAL	0	163	137	98	84	482								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. 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. The schedule allows for all mandated minutes. The mandated minutes include the following: Beginner ELLs -540 minutes; Intermediate ELLs -360 minutes; Advanced ELLs-180 ESL and 180 ELA. Advanced ELLs get 180 minutes in addition to 180 minutes of ESL. 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. Based on the Common Core Learning Standards, 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. To make content comprehensible, we use the following strategies: explicit teaching of reading comprehension i.e. identifying main idea, cause-effect, fact-opinion, context clues, building semantic awareness, active engagement, student-to-student interaction, partner reading, identifying Tiered vocabulary words, activating prior knowledge, summarization, etc.

Instructional Materials - ESL teachers use materials from the Benchmark series, text exemplars from the Common Core Learning Standards, informational text, articles from Achieve3000, Active Skills for Reading, Longman Social Studies, Longman Science, etc.

There are a number of existing services for long term ELLs. Based on NYSESLAT scores, LTEs are strategically programmed one period daily for classes in Empower3000. Empower3000 students participate in a web-based program that helps to improve literacy and build writing and vocabulary skills. LTEs are also programmed for regents prep classes in content areas such as English Language Arts, Algebra, Living Environment and US History.

To ensure that students are evaluated appropriately in Native Language Arts, the following assessments are administered to ELLs as per state guidelines: ELE Spanish Reading Test, Chinese Reading Test, and Regents Exams.

Additionally, there are 64 SIFE, 89 Special Education ELLs, 118 Long Term ELLs, 154 ELLs between 4-6 years and 651 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. 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 the ELA and Global Studies mock regents, ELA acuity exams, ELL periodic assessment and ELA regents. Former ELLs receive continuing transitional support for two years after reaching proficiency on the NYSESLAT. They receive bilingual dictionaries and glossaries, extended time on exams, and after school instructional support classes. For the upcoming school year, we are planning to add the Write to Learn program to intermediate ESL classes. We do not plan to discontinue any services for ELLs. ELLs are afforded equal access to all school programs. ELLs are informed of school programs by bilingual guidance staff who visit to classes. They inform students about extra-curricular activities, school clubs, credits, interpreting transcripts and college planning.

The Title III program will be used to provide support to the ELLs in our building, we will reduce ESL class sizes and offer after-school content area classes to supplement instruction. The after-school program will serve the following sub-groups: SIFE, Newcomers and Long term ELLs in grades 9 through 12. The classes will be taught by nineteen certified ESL and bilingual content area teachers. The languages of instruction in bilingual Chinese NLA and content area classes will be Chinese and English. In bilingual Spanish NLA and content area classes the languages of instruction will be Spanish and English. The before and after-school classes will meet one to three times weekly and last from November 2011 to June 2012. The subjects will include ESL, ESL for Students with Disabilities, ESL/English Regents Prep., Bilingual Chinese Living Environment, Chemistry, Earth Science, Mathematics, Global Studies, US History & Government, Chinese

A. Programming and Scheduling Information

Native Language Arts/ELA, Bilingual Spanish Living Environment, Earth Science, Chemistry, Global Studies, US History and Government, Mathematics, and Spanish Native Language Arts/ELA.

The technology used to support ELLs includes the use of Smartboards in ELL classrooms and the use technology based reading and writing programs for SIFE and Long term ELLs such as Achieve3000 and Write to Learn. We also use iPads applications to enhance instruction of newcomers and Long term ELLs. ELL/SWDs utilize the Wilson Learning program to build reading skills. The resources that we use correspond to the ages and grade levels of the adolescent ELLs that we serve. ELLs are represented in all programs. We have orientation activities to assist newly enrolled ELLs before the beginning of the school year. The students and parents receive information about ESL and bilingual program choices. They also participate in school tours and presentations from the different departments. There are translators available to assist with communication. The language electives that are offered to ELLs include Spanish Theater (Teatro Espanol), AP Spanish Language, and AP Chinese Language.

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. Our goal for ELL-SWDs is to move them to

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)			
Computer based programs such as Wilson Learning and Empower3000 are also implemented to improve literacy and increase reading levels.	100%				
	75%				
	50%				
	25%				
		Dual Language			
	100%				
	75%				
	50%				
	25%				
		Freestanding ESL			
	100%				
	75%				
	50%				
	25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

ESL teachers collaborate to develop curriculum maps with focuses on content area and ESL instruction. AP ELL conducts observations with content area APs and attend one and most observations conferences with ELL content area teachers to offer feedback regarding

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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10. What new programs or improvements will be considered for the upcoming school year?
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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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 after school tutorial programs in the following subject areas:

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

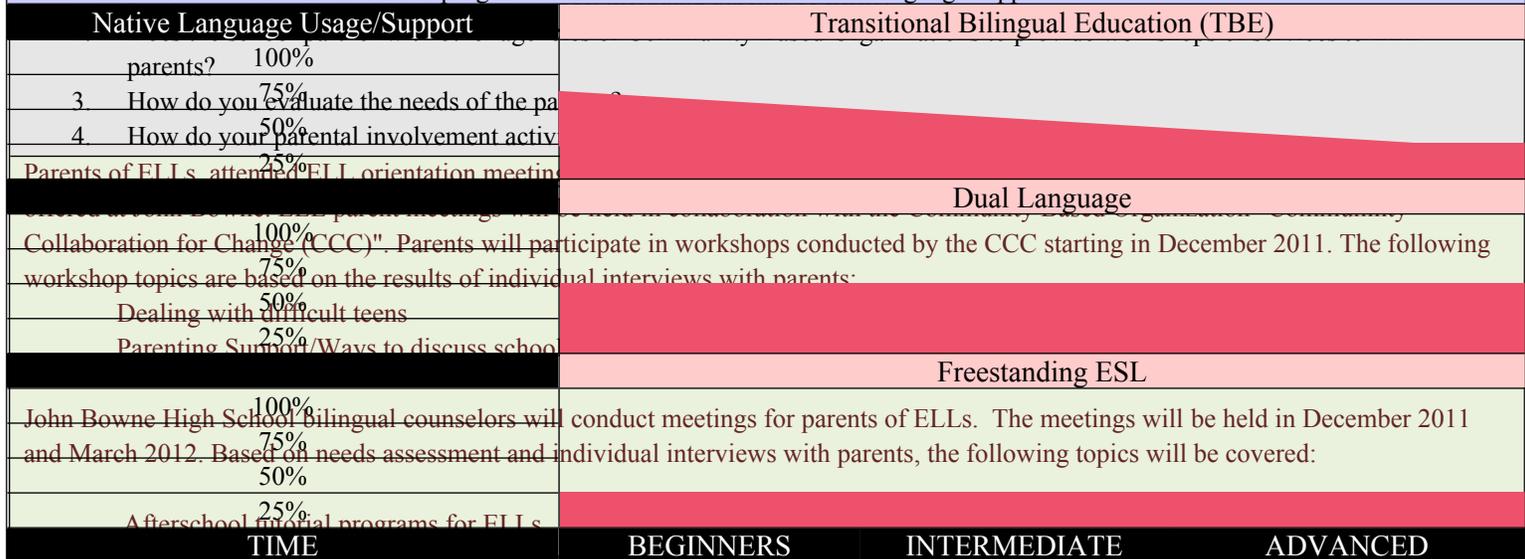
The following topics have been covered in the ELL Professional Development Plan for all staff:

- Charlotte Danielson's Framework for Teaching (September 6, 2011)
- How to identify ELLs in each cohort and target students who need to pass regents exams (October 17, 2011)
- Strategies for Assessment in the ESL Classroom (October 17, 2011)
- Common Core Learning Standards/Text Exemplars (October 19, 2011)
- Integrating Academic Language in the Secondary ESL Classroom (December 13, 15, 2011)
- Differentiated instruction and Scaffolding for ELLs (February 14, 16, 2012)
- Selecting Leveled Reading Materials and Computer Applications to Support ELLs (November 8, 2011)
- Achieve3000 (November 30, 2011, February 8, 2012)
- Using Learning Village Resources to Enhance the use of Technology in ELL classrooms (December 2011)

We are planning to provide ELL PD for all staff including paraprofessionals, guidance counselors, psychologists and the parent coordinator on SBO days, Staff Dev. Day and during faculty conferences. Attendance records are kept on file in room 258. As ELLs transition from one school level to another, we support staff with training on Empower3000. ELLs taking this course benefit from differentiated instruction. They read leveled non-fiction articles, respond to articles in writing and small group instruction. All staff members have access to the Empower3000 website to access articles and other instructional materials.

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



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

- Importance of regular attendance
- New York State regents requirements
- How to improve your child's academic performance

Parents of ELLs attend PTA meetings, workshops and School Leadership Team meetings. Translators are available at these meetings. The Community Based Organization that provides workshops and other services to ELL parents is CCC Community Collaboration for Change.

Ivan Castillo, the Parent Coordinator, is the liaison between the school and the parents. He provides translation services, signs students out, conducts parent workshops, and is a non-voting observer on the School Leadership Team.

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?

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Dealing with difficult teens

Parenting Support/Ways to discuss school issues with teens

John Bowne High School bilingual counselors will conduct meetings for parents of ELLs. The meetings will be held in December 2011 and March 2012. Based on needs assessment and individual interviews with parents, the following topics will be covered:

Afterschool tutorial programs for ELLs

Understanding transcripts, student programs and attendance records

The College Application Process/ Financial Aid

Importance of regular attendance

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- Parenting Support/Ways to discuss school issues with teens

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- Afterschool tutorial programs for ELLs
- Understanding transcripts, student programs and attendance records
- The College Application Process/ Financial Aid
- Importance of regular attendance
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- How to improve your child's academic performance

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The data patterns of the NYSESLAT reveal that the beginner and intermediate ELLs can benefit from instructional support in reading and writing. Additionally, district data indicate that students with high ESL needs are not performing well on ELLs.

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

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Importance of regular attendance

New York State regents requirements

How to improve your child's academic performance

Parents of ELLs attend PTA meetings, workshops and School Leadership Team meetings. Translators are available at these meetings. The Community Based Organization that provides workshops and other services to ELL parents is CCC Community Collaboration for Change.

Ivan Castillo, the Parent Coordinator, is the liason between the school and the parents. He provides translation services, signs students out, conducts parent workshops, and is a non-voting observer on the School Leadership Team.

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)	0									166	95	57	19	337

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										113	120	135	118	486
Advanced (A)										51	44	62	41	198
Total	0	0	0	0	0	0	0	0	0	330	259	254	178	1021

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										51	28	32	5
	I										56	63	95	76
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

NYS Science					
Level 1	Level 2	Level 3	Level 4	Total	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	383	0	88	0
Integrated Algebra	229	185	79	104
Geometry	236	0	113	0
Algebra 2/Trigonometry	222	152	82	84
Math				
Biology				
Chemistry	67	0	52	0
Earth Science	64	44	18	8
Living Environment	177	230	70	156
Physics	13	0	12	0
Global History and Geography	180	197	48	98
US History and Government	132	152	36	87
Foreign Language	0	95	0	85
Other				
Other				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	70	87	117	89				
Chinese Reading Test	44	25	29	43				

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: John Bowne High School		School DBN: 425	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Howard Kwait	Principal		1/1/01
Karen Gouede	Assistant Principal		1/1/01
Ivan Castillo	Parent Coordinator		1/1/01
Dara Eskenazi	ESL Teacher		1/1/01
Tiew Lin Liew	Parent		1/1/01
Linda Muhlenforth/Earth Sci.	Teacher/Subject Area		1/1/01
Jane Zhang/Social Studies	Teacher/Subject Area		1/1/01
Gregory Rodrigues/AP I.S.S.	Coach		1/1/01
Ian Kamen/APO	Coach		1/1/01
Maritza Matias	Guidance Counselor		1/1/01
Jie Zhang	Network Leader		1/1/01
Alhan Sencer/Data Specialist	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q425 **School Name:** John Bowne High School

Cluster: 2 **Network:** CFN 201

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

Part A: Needs Assessment Findings

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

The staff is required to submit all correspondence to parents to be translated into Spanish and Chinese. All report cards, attendance letters to parents and personal documents sent home to parents are translated into Spanish and Chinese. Translators are available at Parent Teacher conferences and PTA meetings. A parent orientation book is translated into both Spanish and Chinese. All admission documents are translated into multiple languages. We attempt to make best use of the in-house translators on staff. At this time we speak over 20 different languages.

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 indicate that the school population speaks almost 60 diverse languages. Consequently, we have a continuous need for translation and interpretation. The Principal keeps the school community informed about them at PTA Meetings, Orientation Meetings, School Leadership Team Meetings, Faculty Meetings and Departmental Meetings, Fastpac Meetings and School Safety Meetings.

Part B: Strategies and Activities

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

Written interpretation services are provided by multiple staff in the building and occasionally by an outside vendor. At the beginning of the school year, all families being admitted to the school will have documents translated into their home language. This process is continued throughout the year as over the counter students arrive.

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 services are provided by multiple staff members. We have identified staff members in the building who speak alternate languages to serve as resource for our school community. The languages spoken by our in-house staff at this time are: Arabic, Bengali, Chinese (Cantonese and Mandarin), Haitian Creole, French, German, Greek, Gujarati, Hebrew, Hindi, Italian, Korean, Russian, Spanish, Tagalog, Taiwanese, Turkish, Urdu and Yoruba.

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>.

Information will be posted on the school's website. Parents are notified at PTA meetings, School Leadership Team Meetings, and through our Parent Coordinator, Mr. Ivan Castillo, about translation and interpretation services. A copy of A-663 was also included in the parent orientation package disseminated each spring for new entrants and in the fall for returning students.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: John Bowne High School	DBN: 25Q425
Cluster Leader: Charles Amundsen	Network Leader: Jie Zhang
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 20 # of certified ESL/Bilingual teachers: 20 # of content area teachers: 16

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to provide support to the ELLs in our building, we will reduce ESL class sizes and offer after-school content area classes to supplement instruction. The after-school program will serve the following sub-groups: SIFE, Newcomers and Long term ELLs in grades 9 through 12. The classes will be taught by nineteen certified ESL and bilingual content area teachers. The languages of instruction in bilingual Chinese NLA and content area classes will be Chinese and English. In bilingual Spanish NLA and content area classes the languages of instruction will be Spanish and English. The before and after-school classes will meet one to three times weekly and last from November 2011 to June 2012. The subjects will include ESL, ESL for Students with Disabilities, ESL/English Regents Prep., Bilingual Chinese Living Environment, Chemistry, Earth Science, Mathematics, Global Studies, US History & Government, Chinese Native Language Arts/ELA, Bilingual Spanish Living Environment, Earth Science, Chemistry, Global Studies, US History and Government, Mathematics, and Spanish Native Language Arts/ELA.

Our ELLs will benefit from this instructional strategy. Having reduced-sized classes will yield increased opportunities for direct instruction and one-on-one attention to our SIFE, newcomers and students with deficiencies. The language of instruction will be English. The ESL teacher will build literacy in academic English through content. A balanced literacy approach addressing all five domains of language - listening, speaking, reading, writing and thinking will be implemented. According to the results of the ELL Periodic Assessment October 2011, 46% of our ELLs scored in the 76 to 100% range. Our goal is to increase this passing percentage to 51%. 34% scored between 51 and 75%. Our goal is to increase this passing percentage to 38%. In addition, our ELLs need to increase their abilities in listening and speaking. The reduced class size will allow the teacher to enhance the reading and writing process by spending more time on listening and speaking. In addition, by making students aware of how writers communicate knowledge through non-fiction, the teacher will be able to expand content and the thinking process involved in comprehending complex text.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order to enhance instruction in the after school instructional support classes, Ms. Gouede will provide Professional Development and showcase research based strategies after-school hours on January 10, 12, 2012, and March 6, 8, 2012 from 3:00 to 5:00. The following ESL teachers and

Part C: Professional Development

content area teachers of ELLs will receive the training: L. Baietto, E. Garriga, J. Hsueh, P. Zhang-Shi, L. Radak, J. Chen, M. Yang, R. Wensek, V. Wu, S. Chyn, L. Dong, T. Liew, J. Zhang, I. Ramirez, A. Longoria, L. Toledo, A. Diez-Rojas, I. Abreu, P. Henriquez.

Topics to be covered will include:

Integrating Academic Language in the Secondary ESL Classroom

Enhancing Vocabulary Instruction for ELLs

Differentiated instruction for ELLs

Scaffolding instruction for ELLs

Listening Activities for ELLs

Pre- and Post-observation conferencing

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs will attend workshops on December 19, 2011 and February 15, 2012 from 6:00 to 8:00. One bilingual Chinese guidance counselor, T. Zhao and one bilingual Spanish counselor, M. Matias, will facilitate the sessions.

Ways to support school issues with teens

Information re: afterschool tutorial programs

Understanding transcripts, student programs and attendance records

The College Application Process/ Financial Aid

Ways to support school issues with teens

After school tutorial programs

Importance of regular attendance

New York State regents requirements

How to improve your child's academic performance

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		