



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: MR. 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	Signatures on file
Brian Sussman	*UFT Chapter Leader or Designee	
Karen Ferguson	*PA/PTA President	
Sonia Rueda	Title I Parent Representative	
Calvin Rong	Student Representative	
Ashanti Heyward	Student Representative	
Karen Gouede	CSA	
Jacqueline Hoefflerle	Teacher	
Marta Silverio	UFT Member	
Ivan Castillo	Visitor	
Jennifer James	Parent	
Zorina Bostic	Parent	
Angel Dominguez	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

1. By June 2013, student attendance will increase by 3%, from 85% to 88%, as evidenced by attendance reports, and ATS.

Comprehensive needs assessment

- Based on the 2011-2012 NYC Progress Report, our school attendance rate was 85.0%. This rate put us at 22.2% in our peer group and placed us at 42.1% in the city range. Due to the correlation between attendance and credit accumulation, increasing our rate to 88% is our target.

Instructional strategies/activities

- a) To improve the outreach process for parent involvement.
- b) To improve the counseling of students with attendance and cutting problems.
- c) To improve the understanding and need of attendance to ELL and SWD students and their families.
- d) To increase teachers understanding of the necessity to hand in forms daily and the repercussions if not done.

Strategies to increase parental involvement

- See a) and c) above

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Money from the various resources will be used for per session activities for teachers, paras and school aides to make calls and send out letters to parents. Time is also set aside during conference time with teachers to train them on correct procedures for entering and submitting attendance data.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- 2. To have department teams create or modify and implement 2 units of study each: in Math, ELA, Social Studies, and Science aligned to CCLS with points of access for all students and culminating in a performance task aligned to CCLS, as evidenced by 8 curricula units, student work and observation reports.

Comprehensive needs assessment

- Based on in-house needs assessments, as well as a previous Quality Review and JIT Review, it has become apparent that our course and lesson development needs to be more rigorous for our for our students with regards to CCLS. As a result, all students will partake in courses designed to accelerate their learning, deepen their knowledge and conceptual understanding, and strengthen their abilities to use text and textural evidence in writing and discussion.

Instructional strategies/activities

- Data and rigorous student work will be used to refine curricula and academic tasks to cognitively engage students so that they may integrate their extended higher order thinking skills into helping them solve real world problems in their work products, whether they are General Ed, ELL's or SWD's.
- Teachers will use a variety of questioning techniques, scaffolding techniques, and challenging tasks, materials and resources that stretch across curricula to assist students in their need for multiple lesson entry and endpoints. These teaching variations will be based on a research-based framework that assists in modifying pedagogy to fit diverse student needs that emphasize articulate student-to-student dialogue and academic vocabulary.
- Our teachers will create and/or choose assessments that align to the CCLS which include rubrics and grading policies. Goals and assessment criteria will student input. All involved will be responsible for collecting and analyzing the data. Teachers will then monitor as the students self and peer assess their understanding and progress and co-develop their next learning steps.
- Our timeline for implementation is immediate as SBO days have already been used to facilitate this process and modify curricula for this goal.

Strategies to increase parental involvement

- Parental involvement was initially begun with the assistance of the SLT providing feedback during the development phase of the CEP goals. The attached PIP delineates parent involvement both for assisting their children at home with homework, studying for exams, project development and other means of academic encouragement. Parents are also given opportunities to understand the needs of their children and the school through workshops, Title I meetings, PTA speakers and web-site information to be further involved.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The coordination of fiscal and human resources begins with the usage of Tax Levy money and Title I money. Money has been set aside for the enrichment of CCLS and teacher development. Per session lines have been created for inquiry work on data accumulation and strategies for CCLS directions. The monitoring of staff on the “how to’s” of aligning CCLS with curricula and instruction to advance the implementation of the 8 projected curriculum units is the ultimate aim of this goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

3. To deepen teacher development to meet CCLS as evidenced by a shared understanding of Danielson's Framework, frequent formative classroom observations with emphasis in Cycle 1 on questioning, Cycle 2 on engagement, Cycle 3 on assessment and Cycle 4 on designing coherent instruction with feedback and professional development focused on improved student learning.

Comprehensive needs assessment

- Based on previous Quality Review and JIT findings, there is a clear need in the building for additional PD that focuses on Danielson's Framework, positive instructional gains from observations, and a need for teachers to understand how to align their instruction to basic educational foundations. Teachers will need to have a repertoire of strategies to support general education, ELL's and at-risk learners as they improve their instructional techniques that will lead to meaningful activities which are more rigorous in nature.

Instructional strategies/activities

- Administration will use a structured teacher observation plan and the analyzed student data/work of the students of these teachers to gain feedback on teacher effectiveness that could/will result in future pedagogical development and/or instructional changes. Teacher professional development and mentoring will include follow-up support to ensure teachers will have an articulated plan of action to improve their student's academic outcomes.
- Teachers will learn to increase their use of instructional strategies that address the needs of all our students. Areas of focus will include accountable talk; using discussion strategies that include full participation by all students; applying knowledge to real world settings; introducing more writing opportunities; reinforcing academic vocabulary; using questioning techniques that reflect more rigor; and relating learning to prior knowledge.
- Teachers will develop a variety of assessment forms to identify students' needs and growth. These assessments will help create more student centered classrooms whereby the students play a pivotal role in their development and progress.

Strategies to increase parental involvement

As with the teachers, parents will receive workshop opportunities through the PTA (using Title I money) to learn about and strategize development as related to CCLS. Parents will be made aware of increased expectations of their children. They will be informed of the latest techniques and goals and will receive feedback from Administration, Guidance Counselors and Teachers at these workshops.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Our allocations of teacher time and school budget have clear rationales. Our financial planning focuses on technological resources and supplemental programs held before, during, and after school, including Saturdays. For our attempt to have the most highly qualified staff possible, we will continue to use in-house and retired mentors from the DOE to train our new staff to develop student achievement at the highest academic level. Furthermore, we will use our resources and develop teacher teams for inquiry across curricula. These teams will examine curricula and student work to monitor rigorous goals and outcomes. Common planning periods have been used in the past (i.e.: SBO Days) and will continue throughout this year to improve pedagogical practices and student achievement.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

4. To incorporate writing components in all classrooms. More specifically to target CCLS writing standard W.9-10/W.11-12.1 to “write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, as evidenced by student writing, rubrics for assignments, curriculum maps and lessons with multiple entry points and feedback designed to provide next steps in the learning process.

Comprehensive needs assessment

The previous JIT identified ELA for all students as one of its primary concerns. Not making AYP in ELA is a critical piece missing in our attempt to achieve success. Consequently, a renewed emphasis on writing components in all classrooms is expected. An analysis across the board indicates that developing a building wide writing program that focuses on CCLS writing standards W.9-10 and W11-12.1 is necessary.

Instructional strategies/activities

Teachers will be directed to introduce more writing opportunities each day to reinforce student learning across content areas. Resources and guides will be provided to teachers to assist them as they work with struggling writers in teaching them the conventions of writing (Read; Analyze; Plan; Write; Review). Students will also be advised and trained to continue and develop their practice of using technology for their report writing. Teachers will emphasize writing opinions or arguments based on evidence from informational texts.

Strategies to increase parental involvement

- Parents will be advised through workshops and meetings as to the new emphasis on writing standards and the role these standards will play in their child’s skills development. Parents can be additionally kept informed of these strategies and directions by becoming involved with the options available within the PIP and Parent Compact.

Budget and resources alignment

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

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

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- We will be using our Tax Levy and Title I resources to train our staff to better serve our students with regards to CCLS writing standards W.9-10/W.11-12.1. PD time has been generated in faculty meetings, department meetings and SBO days to further develop an understanding of the requirements of these standards. Curricula has and continues to be modified to increase the amount of writing in each of our classrooms across content areas.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Achieve • Double Entry Journals • Double-Block Freshmen • Modeling “Think Alouds” • Annotated Reading • Peer Editing • Differentiated assignments • Levered reading • Summer School • Credit Accumulation 	<ul style="list-style-type: none"> • Small Groups • One-on-one • Saturday Tutoring • Differentiated Instruction in Classroom • Whole Class Instruction 	<ul style="list-style-type: none"> • School Day • After School • Saturday • Winter Break
Mathematics	<ul style="list-style-type: none"> • Freshman below grade level are programmed for a 3 semester algebra 1 class designed to build conceptual understanding and help students meet high school math standards. • IEP students as specified are enrolled in ICT classes with two teachers. • Bilingual students are given content classes in their native language and ESL strategies are implemented. • ESL students receive math content instruction in English infused with ESL methodology. • Seniors who have not met mat graduation requirements are programmed for remediation class. 	<ul style="list-style-type: none"> --Whole Class Instruction --Small Group/Whole Class --Small Group/Whole Class --Small Group/Whole Class --Small Group 	<ul style="list-style-type: none"> --During the School Day

	<ul style="list-style-type: none"> Tutoring is available throughout the day. A Saturday tutorial is offered for students to prepare them for the Regents exams and help them meet college readiness standards. Offering math course through college now for seniors who have not met CUNY college readiness standards. 	--Individual/Small Group --Small Group/Whole Class --Class	--During the School Day --Saturday Mornings --Before or After School
Science	Our Science teachers and administration monitor, on an ongoing basis, whether students are achieving the learning standards of the offered Science Courses. Those students that do not pass State assessments (i.e., Science Regents) and those students who are at risk of not meeting the State standards in the Sciences are identified as in need of AIS. Monitoring includes daily classroom assessments and periodic cumulative assessments.	Identification of the Barrier(s) to Student Academic Progress. Teachers, in collaboration with school administration, guidance counselors, and parents, attempt to identify the barrier, i.e., attendance problems, discipline problems, academic problems, etc.	--Extra time during the regular school day --Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching) --Before or After School Tutoring --Evening and weekend sessions --Summer School
Social Studies	History Lab C-6 Tutoring	Full Class Instruction Small Group Instruction, One on One	Mainly Lunch Periods but also at the end of the school day and Saturday Mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Mandated Counseling Academic Programming Achieve Academy 	<ul style="list-style-type: none"> Individual and Group Counseling Individual Counseling Group Counseling 	<ul style="list-style-type: none"> During the Day During the Day During the Day
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.	•	• During the School Day
At-risk Services Provided by the Social Worker	<ul style="list-style-type: none"> 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. The school Occupational Therapist works at our site part-time, four days a week. He provides 	<ul style="list-style-type: none"> One-to-one counseling Small group counseling One-to-one One-to-one 	<ul style="list-style-type: none"> During the School Day During the School Day During the School Day

	<p>service for students on a one-to-one basis.</p> <ul style="list-style-type: none"> • Our Physical Therapist is also on an itinerant basis who works with the students on a one-to-one basis. 	<ul style="list-style-type: none"> • One to one 	<ul style="list-style-type: none"> • During the School Day
At-risk Health-Related Services	<p>CAMBA's Teen RAP (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, advocacy/referrals for the students. RAPP also conducts presentations and outreach to school staff, students and parent 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.</p>	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Mediation/conflict resolution training • Advocacy/referrals for students 	<ul style="list-style-type: none"> • During the School Day • Summer Peer Leadership Program

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Our strategies to attract Highly Qualified Teachers are multi-faceted. During our screening and interview process for new teachers, our levels of expectation become imminently clear. Our questioning of teachers during the interview process cuts to the core of their knowledge of being Highly Qualified. Our typical battery of questions includes lesson development, questioning techniques, their use of reading and writing techniques for classroom tasks, how they implement and use homework assignments, their knowledge of data and it's usage for group instruction and differentiation, their comfort level with behavioral techniques and strategies, technological capabilities and experience and the level of parent involvement they seek. Before being hired, a demo lesson is often mandated. New teachers are advised that there will be 6 formal and 5 informal observations by their Supervising AP and the Principal combined. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. They will receive a full year of mentoring from either retired or established members of the UFT in their field whereby classroom observations and follow-up sessions are held, monitored and recorded on line. It is also our intent to align our teachers with NYS Standards through school wide and departmental professional development given on announced DOE days or on the 6 additional SBO days we have applied for and received. Funding from the 5% set-aside Title I funds are used wherever and whenever necessary for both new and experienced teachers.

**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 2012-2013 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 2012 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 19, 2012; January 28, 2013; April 17, 2013; and June 26, 2013.**
 - Teacher progress reports sent home on October 10, 2012; December 14, 2012; March 6, 2013 and May 10, 2013.**
 - 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 25/26, 2012 and March 14/15, 2013**
 - 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 Ian Kamen, APO on January 7, 2013.

This Parent Involvement Policy was updated on January 8, 2013.

The final version of the document will be distributed to the school community on February 12, 2013 and will be available on file in the Parent Coordinator's Office.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joseph Zaza	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	Other Alhan Sencer/Data Specialist
Network Leader Daniel Atkins	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	3656	Total Number of ELLs	930	ELLs as share of total student population (%)	25.44%
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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 twelve 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 2012. 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. 29 and 30, 2012. 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese, Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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	405	9		52	16	3	9	1	1	466
Dual Language										0
ESL	218	5	10	113	19	18	122	12	67	453
Total	623	14	10	165	35	21	131	13	68	919

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 a less restrictive environment. Where possible, we place students in an ICT setting. We have ICT classes in every core subject, giving students access to the general population in a larger setting. We have increased the number of classes so that more students take advantage of being moved to a less restrictive environment. Teachers use differentiated instructional strategies and techniques such as daily logs, peer reading, word lists, wall charts, student proofreading, flash cards, repetition and other alternate ways of explaining to support ELL-SWDs. Computer based programs such as Wilson Learning and Empower3000 are also implemented to improve literacy and increase reading levels.

Courses Taught in Languages Other than English ⓘ

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

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

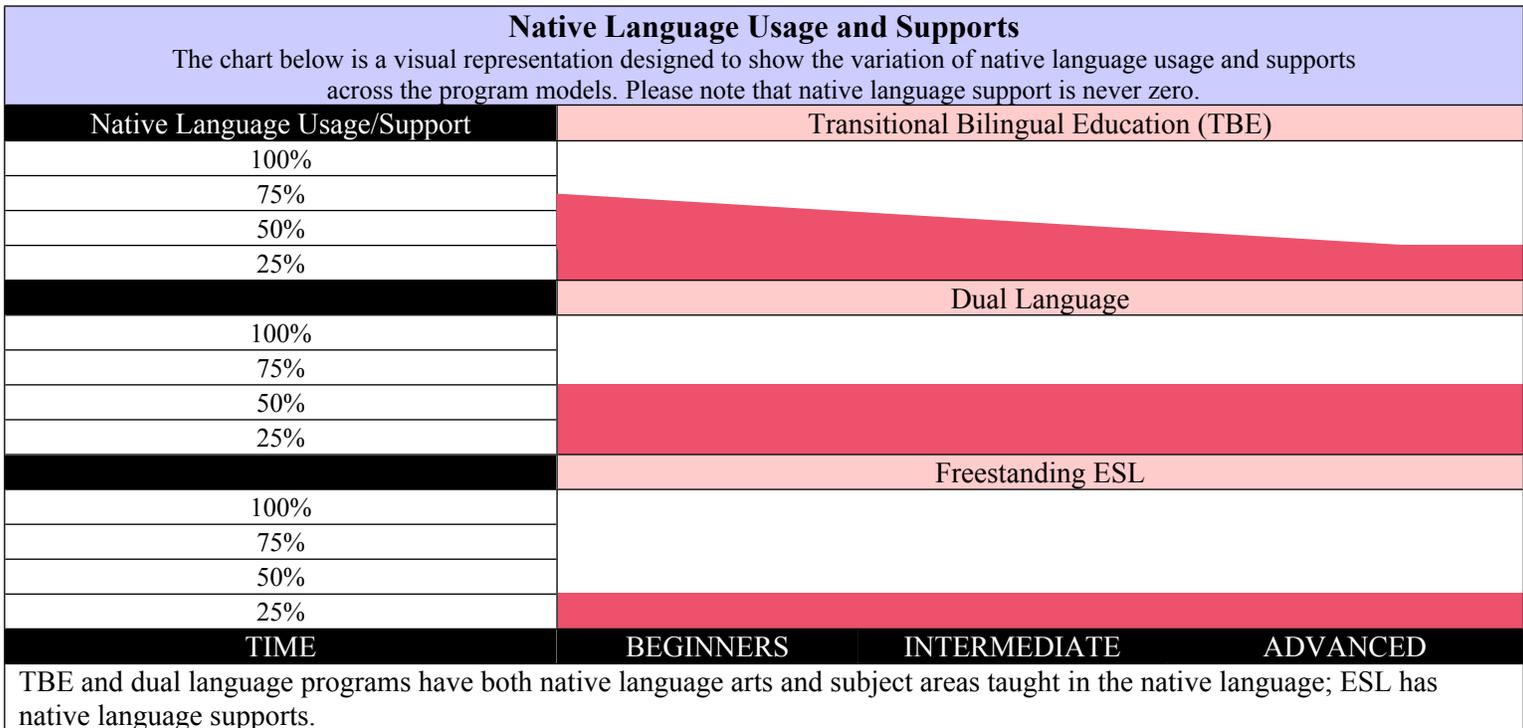
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese, Spanish			
Social Studies:	Chinese, Spanish			
Math:	Chinese, Spanish			
Science:	Chinese, Spanish			

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

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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 attends pre and post observation conferences with ELL content area teachers to offer feedback regarding strategies in scaffolding and vocabulary building for ELLs and former ELLs. To improve the delivery of services to ELLs, an additional ESL teacher has been hired to allow for reduction of class size in beginner level classes.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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:

Examining Student Work in Teacher Teams (November 19, 2012, January 9, 2013)

Text Complexity and Annotation, Using Evidence from the Text (October 22, 2012)

Achieve 3000-Accessing Student Data, Using Data to Drive Instruction (November 20, 2012, January 10, 2013)

We 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.

E. Parental Involvement

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

Parents of ELLs attended ELL orientation meetings on August 29 and 30, 2012. Parents were informed about program choices offered at John Bowne. ELL parent meetings will be held in collaboration with the Community Based Organization "Community Collaboration for Change (CCC)". Parents will participate in workshops conducted by the CCC starting in February 2013. The following workshop topics are based on the results of individual interviews with parents:

- 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 February 2013 and March 2013. 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
- 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.

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
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 /SPEAKIN	B										51	28	32	5

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

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

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

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

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

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: <u>John Bowne High School</u>		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
Joseph Zaza	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: John Bowne High School	DBN: 25Q425
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 21
of certified ESL/Bilingual teachers: 20
of content area teachers: <u>1</u>

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 offer after-school content area classes to supplement instruction. The after-school program will serve the following subgroups: SIFE, Newcomers and Long term ELLs in grades 9 through 12. The classes will be taught by twenty certified teachers; including 5 ESL, 3 Chinese NLA, 3 Spanish NLA and 9 bilingual content area teachers. One certified math content area teacher will conclude the bilingual extension program in January 2013. She is taking her last course for certification. 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 2012 to June 2013. The subjects will include ESL, English Regents Prep, ESL/Special Education, Bilingual Chinese Living Environment, Chemistry, Earth Science, Mathematics, Global Studies, US History & Government, Chinese Native Language Arts/ELA, Bilingual Spanish Living Environment, Global Studies, US History and Government, and Spanish Native Language Arts/ELA.

We are utilizing a portion of Title III funding toward reduction of class size of 2.5 of Ms. Sanchez's five classes. One class has 24 students, 10 fewer than what would normally be assigned. Two others have 26 students, 8 fewer and 29 students, 5 fewer. Her schedule is as follows: Period 5 (ESL 1), Period 7 (ESL 5), Period 9 (ESL 5), Period 10 (ESL 1), Period 11 (ESL 5). Our ELLs will benefit from this instructional strategy. In reduced-sized classes, SIFE, newcomer and long-term ELLs will continue to develop their proficiency in academic English. The language of instruction will be English. The ESL teacher will build literacy in English through content related topics by implementing a balanced literacy approach addressing all five domains of language - listening, speaking, reading, writing and thinking. According to the results of the ELL Periodic Assessment 2011- 2012, 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 close reading 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

Part C: Professional Development

- name of provider

Begin description here: K. Gouede will provide Professional Development after-school hours in November 2012, December 2012 and January 2013. Topics will include:

Strategies to Integrate CCLS and the Instruction of ELLs

Text Complexity: Reading Strategies to Support ELLs

Enhancing Vocabulary Instruction for ELLs

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: Bilingual guidance counselors, T. Zhao and M. Matias will conduct student and parent outreach to increase participation in instructional support classes and parent workshops. Parents of ELLs will attend workshops in the evenings. One bilingual Chinese guidance counselor, T. Zhao and one bilingual Spanish counselor, M. Matias, will facilitate the sessions. Topics covered will include the following:

Ways to support school issues with teens

Information re: afterschool instructional support programs

Understanding transcripts, student programs and attendance records

The College Application Process/ Financial Aid

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		