



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOHN BOWNE HIGH SCHOOL
DBN (i.e. 01M001): 25Q425
Principal: HOWARD KWAIT
Principal Email: HKWAIT@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Howard Kwait	*Principal or Designee	
Brian Sussman	*UFT Chapter Leader or Designee	
Sonia Rueda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nikita Singh Rebekah Marquez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Naomi Eutsey	Member/ CSA	
Marta Silverio	Member/ UFT Guidance Counselor	
Jacqueline Hoeffler	Member/ Teacher	
Constance Larkens	Member/ Parent	
Ivorine Johnson	Member/ Parent	
Dorothy Tellis	Member/ Parent	
Zorina Bostic	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By September 16, 2013, a "Big Buddy" Program for 25 Senior Class Hispanic Males who are not ELL's will be implemented.

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.

Based on in-house assessments and our most recent NYS Report Card (2011-2012) our focus to achieve cohort results for ELA, Math and Graduation reporting must be directed towards specific sub-groups of students. As a result, a "Big Buddy" program will be instituted at the onset of school to raise accountability results for Hispanic males meeting AYP in ELA and Math performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide our "at risk" target population with a "Big Buddy Mentor" to serve as an educational and cultural guide and role model

B. Key personnel and other resources used to implement each strategy/activity

1. The Mentor will address the needs of the student to provide stability and consistency during the student's day

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Mentor will track the student's success with regards to attendance, grades and credit accumulation

D. Timeline for implementation and completion including start and end dates

1. All activities between the Mentor and student will take place either before, during or after the student's day using common time off whenever possible. The Big Buddy Program will run from October 2013 through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Mentor will be provided with an assigned "Buddy", each Mentor will be responsible for tracking report cards, progress reports, and attendance to closely monitor progress.
2. Big Buddy Breakfast, Lunch and other events throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement will take the form of full disclosure to the student's parent(s) or guardian with regards to expectations and follow-up. Parents will be expected to encourage the "Big Buddy" program and be an active participant whenever possible.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, the post-secondary enrollment rate (6 months) will increase by 3%.

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.

To assist students in helping them to choose potential college majors in fields they have an interest in. These students need to learn key occupational characteristics of their jobs and have the opportunity to participate in meaningful career exploration.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. John Bowne High School will conduct its first annual "Career Day" to offer students an opportunity to learn about the different careers that are now in demand and to help them plan their futures on Wednesday, March 5, 2014 (SBO Day).
2. Create a "Career Night" on March 11, 2014 geared toward the entire family and student.

2. Key personnel and other resources used to implement each strategy/activity

1. Multiple speakers will be invited and break-out sessions will take place in a multitude of rooms, each focusing on a specific college major/job profession. Students will be able to visit several different speakers. Emphasis will be placed on using the Occupational Outlook Handbook, by the Bureau of Labor Statistics, to ascertain expected "hot jobs" and job prospects.
2. PTA Liaison Mr. Acquafredda will be chairing the Career Day committee to help organize the event. This includes the recruitment of presenters, creation of schedule and all other logistical aspects of the day

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Outreach will be done with outside groups (i.e., Pencil) in the community for accumulating speakers.

4. Timeline for implementation and completion including start and end dates

1. A committee will be set-up by October 2013 to begin creating the program and inviting speakers well in advance
2. Forms will be distributed by December 2013 to begin to collect potential speakers
3. Committee will meet in January 2014 to design the structure of the day and gather information for needs of event
4. Students will be surveyed for interests and career pathways to allow for placement into appropriate presentations

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Based on the results of student surveys a needs assessment will be conducted to determine fields and speakers necessary
2. Utilizing community and professional partnerships the appropriate professionals will be sought and scheduled for the event
3. Use of the unique schedule for an SBO day will make it conducive to conducting a large scale Career Day
4. Use of the College Office contact lists to reach professionals that normally come for the College Fair to assist in finding partners for the Career Day

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent will have a more vested involvement in their child's choices and decisions as they help their children review the choices and handouts. Parents will also be exposed to professionals they might not otherwise have the opportunity to meet and question.

Advertisements and flyers will be posted on the school website and phone masters will be created to publicize the event.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of Administrators will enter observation reports onto the Advance Web Application System to ensure frequent formative feedback on a timely basis.

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.

- Re-familiarity with Danielson Framework
- Teacher input on competency they need to focus on based on self assessment thus generating a mutually agreeable goal per teacher based on the Danielson Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
1. Professional Development – 3 hours per month/pre and post conferences, Inter-visitations, Literacy Coach, school wide professional development and Individual professional development.
2. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principal 2. Principal 3. Literacy Coach 4. Talent 5. MOSL Specialist.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. 40% of Informal Observations to be completed by end of Fall Term 2. 100% by end of Spring Term
4. Timeline for implementation and completion including start and end dates
1. Ongoing September 2013-June 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Observations 2. Inter-visitations 3. Professional Developments 4. Common Planning 5. SBO Days.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Update parents on policy and changes as they come via PTA and share how staff are being evaluated.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, student attendance will increase by 5.8% from 82.2% to 88%, as evidenced by attendance reports from ATS and Progress Reports.

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.
Based on data obtained from the NYC Progress Report for 2012-2013, our attendance rate was 82.2%. Due to correlation between attendance and credit accumulation, increasing our rate to 88% is our target.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
1. To improve the outreach process for parent involvement 2. Attendance Intervention Transportation Program 3. Multiple modes of relaying attendance information to Parents in multiple languages (School Messenger, Skedula, Daedalus, Phone and Text Messages) 4. Attendance tracking through ATS reports for identifying attendance issues
2. Key personnel and other resources used to implement each strategy/activity

1. Attendance Teachers
2. Guidance Counselors
3. Assistant Principals
4. Teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. To improve the counseling of students with attendance and cutting problems.
2. To improve the understanding and need of attendance to ELL and SWD students and their families.
3. To increase teachers understanding of the necessity to hand in forms daily and the repercussions if not done.
4. To increase student engagement within classrooms
4. Timeline for implementation and completion including start and end dates
1. The timeline for implementing the attendance increase will be from September 2013 through June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Redesign Attendance Teacher caseload
2. Increased Guidance Counselor Pre-Intervention
3. Attendance Intervention with Pupil Transportation

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Workshops for Parents
2. Parent Conferences scheduled with focus in Parent Availability.
3. PTA meetings focused on Attendance and other Attendance related issues.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To implement a research paper for each grade level across four content areas (English, Math, Science, Social Studies.)

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.
To help align students with the CCLS expectations/rigor and better prepare students to be college and career ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Teacher committees to design the research paper topics that align to CCLS which include rubrics and grading policies
2. Key personnel and other resources used to implement each strategy/activity
1. Teachers will implement the multi-draft process to monitor students and assess programs through each iteration of the research process.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students will be provided with a rubric that is content area specific, and clear expectations of what is expected for students for each subject area
4. Timeline for implementation and completion including start and end dates
1. Cycle 3 of the 2013-2014 School Year (Feb – Apr 2014)
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Use of resources available through the John Bowne Library such as Librarian led lessons on research, on-line data bases, plagiarism, and citations.

2. Per Session for Teachers to develop research paper and rubrics for each content area.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Daily preparatory course for students who have previously failed the English Regents • Achieve Academy • Double-Block Freshmen • Modeling “Think Alouds” • Annotated Reading • Differentiated Assignments • Levered Reading • Saturday Regents Tutoring • Peer Editing • Peer tutoring by ARISTA students • C-6 Tutoring 	<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"> • Before/After School • During school day • Saturdays
Mathematics	<ul style="list-style-type: none"> • Freshmen below grade level are programmed for a four semester Algebra 1 class designed to build conceptual understanding and help students meet CCLS math standards. • ESL students receive math content instruction in English infused with ESL methodology. • Seniors who have not met graduation requirements are programmed for remediation class. • C-6 Tutoring • Teacher Tutoring • Peer Tutoring • 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 met CUNY college readiness standards. 	<ul style="list-style-type: none"> • Small Groups • One-on-one • Saturday Tutoring • Differentiated Instruction in Classroom • Whole Class Instruction • Pull-Out 	<ul style="list-style-type: none"> • Before/After School • During school day • Saturdays
Science	<ul style="list-style-type: none"> • Teacher mandated tutoring 	<ul style="list-style-type: none"> • Small Groups 	<ul style="list-style-type: none"> • Before/After School

	<ul style="list-style-type: none"> • Make-Up Labs • C-6 Tutoring • Peer Tutoring 	<ul style="list-style-type: none"> • One-on-one • Saturday Tutoring • Differentiated Instruction in Classroom • Whole Class Instruction 	<ul style="list-style-type: none"> • During school day • Saturdays
Social Studies	<ul style="list-style-type: none"> • History Lab • C-6 Tutoring • Peer Tutoring 	<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"> • Before/After School • During school day • Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • 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. • Two full time Speech Pathologists that provide services both on a one-to-one basis and in small group settings during the school day. • An itinerant hearing teacher who provides one-to-one services on a part time basis. • One School Occupational Therapist works at our site part-time, four days a week. • 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"> • Individual Counseling • Small Group 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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PD time has been generated in faculty meetings, department meetings and SBO days to further develop an understanding of the CCSS. Curricula have and continue to be modified to increase the amount of writing in each of our classrooms across content areas.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Students in Temporary Housing – use of Title I money to purchase emergency Go Bags and supplies. • RAPP – CBO for violence and relationship abuse prevention. • GPS – use of CBO for attendance intervention dropout prevention through partnership of Central Queens Y.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • MOSL Committee -- 4 teachers, 4 assistant principals to select MOSL assessment; multiple meetings with Principal; • Professional development • Surveying the staff • Assessment Teams by grade level and by department

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 Committee 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 provide 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, 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 Office of Family and Community Engagement.

- 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; CCLS.
- 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 Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- 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 Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association;
- establishing a Parent Resource Center or lending library; instructional materials for parents;
- hosting events such as Multi-Cultural Diversity Day, Curriculum Night, Career Day, College Fair, Financial Aid Workshops, evening college office hours;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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 2013 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:
 - a. Marking Period Report Cards on November 15, 2013; January 31, 2014; April 11, 2014 and June 26, 2014.
 - b. Teacher Progress Reports sent home on October 10, 2013; December 17, 2013; March 11, 2014 and May 15, 2014.
 - c. School messenger calls are sent to inform parents of attendance issues and school notices.
4. Provide parents reasonable access to staff:
 - a. Fall and Spring Parent-Teacher Conferences will be held on October 24/25, 2013 and March 27/28, 2014.
 - b. Monthly PTA Meetings.
 - c. Scheduled meetings/conferences as necessary.
5. Provide parents opportunities to volunteer:
 - a. 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.

II. Parent/Guardian 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 child'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 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

III. 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 participant 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 Alhan Sencer, APO on December 2, 2013.

This Parent Involvement Policy was updated on December 3, 2013.

The final version of the document will be distributed to the school community on January 14, 2014 and will be available on file in the Parent Coordinator's Office.

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

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 425
School Name JOHN BOWNE HIGH SCHOOL		

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

Principal HOWARD KWAIT	Assistant Principal KAREN GOUEDE
Coach JOY HSUEH	Coach
ESL Teacher DARA ESKENAZI	Guidance Counselor MARITZA MATIAS
Teacher/Subject Area L. MULHENFORTH/Ear. Sci.	Parent AIDA SANCHEZ
Teacher/Subject Area J. ZHANG, Bil.Soc.Stud.	Parent Coordinator IVAN CASTILLO
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	16	Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified NLA/foreign language teachers	18	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3757	Total number of ELLs	900	ELLs as share of total student population (%)	23.96%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										109	99	110	114	432
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										196	99	71	102	468
SELECT ONE														0
Total	0	305	198	181	216	900								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	871	Newcomers (ELLs receiving service 0-3 years)	503	ELL Students with Disabilities	125
SIFE	53	ELLs receiving service 4-6 years	235	Long-Term (completed 6+ years)	162

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	319	4	1	101	6	0	12	5	1	432
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	184	8	11	134	20	23	150	10	85	468
Total	503	12	12	235	26	23	162	15	86	900

Number of ELLs who have an alternate placement paraprofessional: 12

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
Chinese										70	67	82	80	299
Spanish										39	32	28	34	133
SELECT ONE														0
TOTAL	0	109	99	110	114	432								

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										119	56	26	39	240
Chinese										48	20	31	40	139
Russian										0	3	0	0	3
Bengali										10	3	1	5	19
Urdu										3	2	2	5	12
Arabic										0	2	1	2	5
Haitian										1	1	0	3	5
French										4	4	0	1	9
Korean										1	0	0	0	1
Punjabi										1	2	0	0	3
Polish	0									2	0	0	0	2
Albanian														0
Other										7	6	10	7	30
TOTAL	0	0	0	0	0	0	0	0	0	196	99	71	102	468

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										56	32	28	32	148

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)										56	48	55	74	233
Advanced (A)										99	50	57	42	248
Total	0	0	0	0	0	0	0	0	0	211	130	140	148	629

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										22	13	15	28
	I										41	39	59	89
	A										73	38	32	38
	P										64	33	19	10
READING/ WRITING	B										56	29	18	20
	I										87	68	73	105
	A										56	25	31	34
	P										1	1	3	6

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	131		25	
Integrated Algebra	83	97	36	74
Geometry	66		42	
Algebra 2/Trigonometry	32		23	
Math				
Biology	109	113	31	74
Chemistry	57		23	
Earth Science	57	85	23	58
Living Environment	109		31	
Physics	6		4	
Global History and Geography	86	119	43	78
US History and Government	81	107	50	81
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	29	15	11	27				
Chinese Reading Test	46	44	46	75				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

n/a

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 105 ELLs scored proficient on the NYSESLAT Spring 2013 compared to 75 the previous year. The data patterns reveal that the number of students that scored intermediate in the Reading/Writing modalities is significantly higher across all grade levels than in beginner and advanced levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We will target intermediate students for specialized instruction in reading and writing through the use of technology. To improve reading and writing skills, we will incorporate the Write to Learn web-based program and Achieve 3000 to push students to higher NYSESLAT levels: advanced and proficient.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Listening and speaking must be addressed at all levels in ESL and content area classes. In the bilingual Chinese and Spanish programs, students fare better in regents exams taken in the native language than when taken 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.

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

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?

n/a

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

n/a

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

n/a

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The parents of ELLs have the opportunity to select programs for their children. On the day of admission, the parent completes the HomeLanguage Survey and then meets with the LAB/BESIS Coordinator, Dara Eskenazi. Ms. Eskenazi is a licensed ESL teacher with thirteen 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. If the form is not returned, the default program is Transitional Bilingual. We maintain an orientation log book. We enter the information on ATS. If the home language survey indicates that a language other than English is used in the home, the student is administered an ESL placement/Interview test in the ESL office by the assistant principal, LAB-BESIS coordinator or an ESL teacher. We program identified ELLs based on the parent’s choice of either a bilingual or an ESL instructional program.
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.
The LAB/BESIS Coordinator determines eligibility by conducting an informal oral interview on the day of enrollment. She 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. Parents are informed that a Dual Language Program is also an option. The parents sign and turn in their program selection forms at the time of admission. If the form is not returned, the default program is Transitional Bilingual. Students are placed in an appropriate program within ten days. We enter the information on ATS. The LAB/BESIS Coordinator administers the LAB-R when necessary. We program identified ELLs based on the parents' choice of either a bilingual or ESL instructional program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Throughout the school year, we hold ELL parent meetings with translators present, to inform parents of our instructional programs. Entitlement letters are mailed to all new entrants. Non-entitlement letters are given to the parents of students who scored proficient. Copies of continued entitlement letters, entitlement letters and non-entitlement letters are maintained in room 258. LAB-R cut score is based on our recorded hand-score. Parent Survey and Selection forms were distributed at ELL parent orientation meetings on August 28 and August 29, 2013. Copies are stored in Room 258. We administer the NYSESLAT every spring in the ESL classes to all students identified as ELLs.
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.

Parent Survey and Selection forms were distributed at ELL parent orientation meetings on August 28 and 29, 2013. Orientation meetings focus on orienting parents to the NYC school system, program options, core curriculum and student expectations. We program identified ELLs based on the parents' choice of either a bilingual or ESL instructional program following orientation throughout the school year and after watching the orientation video and with translators present.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We administer the NYSESLAT every spring to all ELLs. We distribute invitation letters for the Speaking Strand for students to report to the the school library to be tested by licensed ESL teachers. ESL teachers do not administer the speaking test to their own students. Reading, writing and listening tests are given in the ESL classrooms.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
Over the past few years, the trend of program selection shows that 95% of Spanish speaking parents choose our bilingual Spanish program and 95% of the Chinese parents choose the bilingual Chinese program. The program models are aligned with the parents' requests. Parents of ELLs who speak other languages are given the option to enroll their children in other bilingual programs elsewhere in the New York City school system. These program models are aligned with the parents' requests. Students are placed in ESL classes based on the RLAT and RNMR reports on ATS.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 minutes and 180 ELA minutes. Advanced ELLs get 180 minutes of ELA 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 46 instructional minutes in Chinese or Spanish Native Language Arts.

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)?

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 46 instructional minutes 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.

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

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. Our programs effectively anchor reading and writing strategies in content areas. Students learn to cite textual evidence and draw inferences from the text. Teachers engage students in writing arguments to support claims with clear reasons and relevant evidence.

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. Teachers have been trained on using scaffolding techniques to make content comprehensible. In addition to using graphic organizers and audio-visuals to build vocabulary development, the following strategies are also employed: pairwork based on language proficiency, explicit teaching of reading comprehension i.e. identifying main idea, cause-effect, fact-opinion and context clues. Additionally, building semantic awareness, active engagement in accountable talk, student-to-student interaction, partner reading, identifying tiered vocabulary words, activating prior knowledge and summarization are also implemented.

To maximize instruction, ELLs are grouped based on proficiency levels. Through peer editing, self assessment, rubrics, and meaningful feedback from the teacher, student writing is enhanced. Instructional Materials - ESL teachers use RIGOR materials from the Benchmark series, text exemplars from the Common Core Learning Standards, informational text, articles from Achieve3000, web based writing program Write to Learn, resources from Learning Village, Active Skills for Reading, Longman Social Studies, Longman Science, etc.

There are also 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that students are evaluated appropriately in Native Language Arts, the following assessments are administered to ELLs as per state guidelines: ELE Reading Test, Chinese Reading Test, and Regents Exams. Students use bilingual dictionaries to enhance comprehension in the classroom.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ELLs are appropriately evaluated in reading, writing, listening and speaking throughout the year. Assessment in all four modalities is ongoing and incorporated regularly in ESL classroom activities to monitor student progress. Assessment data is used to plan instruction. Teachers review ARIS and NYSESLAT data. Teachers and students maintain portfolios. Teacher teams meet to review student writing samples and make recommendations to tailor instruction based on student needs. They provide meaningful feedback for students and teachers. ELLs engage in activities such as student-to-student and teacher-to-student interaction, essay writing, close reading, and cloze listening activities. This is evidenced in maps and lesson plans aligned to curriculum. End of cycle exams include the modalities in beginner, intermediate and advanced ESL classes.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

After school instructional support classes are offered to ELLs who require more than four years to graduate. SIFE receive instruction in oral skills and pre-reading through differentiation and are grouped homogeneously in ESL for three periods daily. Teachers focus on increasing literacy through content area themes and explicit vocabulary related instructional strategies that are differentiated at each level. By scaffolding academic language and building phonetic awareness, teachers support the specific needs of SIFE. ELLs in school less than three years and Long Term ELLs have been 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. Students receive bilingual dictionaries and glossaries, extended time on exams, and after school instructional support classes. We implement the Write to Learn program to intermediate ESL classes. Write to Learn is a web-based literacy tool that builds reading comprehension and writing skills.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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 higher NYSESLAT levels and to become proficient in English. Computer based programs such as Wilson Learning and Achieve3000 are incorporated in the daily instruction of ELL-SWDs to improve literacy levels.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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.

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:				

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
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.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Title III funding provides after school instructional support classes to support SIFE, Newcomers and Long term ELLs in ELA, Math, and other content areas.
- English as a Second Language and Native Language Arts Spanish and Chinese
- Bilingual Chinese Living Environment, Chemistry, Earth Science
 - Bilingual Spanish Living Environment, Chemistry, Earth Science
 - Bilingual Chinese Global Studies and U.S. History and Government
 - Bilingual Spanish Global Studies and US History and Government
 - Bilingual Spanish and Chinese Mathematics
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 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. The Literacy Coach provides on-going building wide support to teachers of ELLs in both content and language development through monthly professional development workshops and individual meetings. Feedback is given on selecting vocabulary, structuring verbal and written response frames, and differentiating for our diverse learners. Workshop topics/meetings include the following: Vocabulary-Explicit Instruction, direct teaching of individual words, changes related to the CCLS ELA Regents.
11. What new programs or improvements will be considered for the upcoming school year?
- We have expanded our English Mentoring program where students in the Arista program are paired with ELLs to provide academic support in the classroom.
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are represented in all programs. ELLs are afforded equal access to all school programs. ELLs are informed of school programs by bilingual guidance staff who make visits to classes. Guidance counselors inform students about extra-curricular activities, school clubs, credit accumulation, interpreting transcripts and college planning. The bilingual parent coordinator sends letters to parents informing them of school programs. Translation services are available at PTA meetings and parent-teacher conferences. College office counselors are bilingual and invite colleges with bilingual staff to come to the school to speak to ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smartboards are used in ESL classrooms to build literacy, scaffold meaning and deepen understanding of vocabulary. ESL teachers use social studies and science content based materials from the Benchmark series, text exemplars from the Common Core Learning Standards, non-fiction informational text, Active Skills for Reading, Longman Social Studies, Longman Science, etc. In addition, we implement web based technology such as Achieve 3000 and Write to Learn.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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 Arts Chinese and Spanish classes to transfer skills to English. For example, students read texts in NLA that are taught in ESL and ELA classes. Students read the text in the native language and discuss, read and write about the same text in the native language and in English. ELLs receive supplemental instruction, academic support in regents preparation in after school and Saturday tutorial programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The resources that we use correspond to the ages and grade levels of the adolescent ELLs that we serve. We organize and analyze data to ensure that ELLs receive appropriate services.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have orientation activities to assist newly enrolled ELLs before the beginning of the school year. During evening workshops, the students and parents receive information about ESL and bilingual program choices. They also participate in school tours and presentations from the different departments. At various times throughout the school year, we hold ELL parent meetings with translators present, to inform parents and students of our instructional programs, graduation requirements, academic support programs and extra-curricular activities

18. What language electives are offered to ELLs?

Language electives offered to ELLs include Chinese Creative Writing, Advanced Placement Chinese and Advanced Placement Spanish.

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

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

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. ELL training includes the following topics: Enhancing Vocabulary for ELLs, Danielson Framework, Common Core Learning Standards, Maximizing Multiple Entry Points for ELLs, Examining Student Work, Preparing for the NYSESLAT and other high stakes exams, Building Academic Support for SIFE, Project Based Learning and Effective Close Reading Strategies.

D. Parental Involvement

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

Our school partners with the Office of Adult Education to provide Saturday morning Adult ESL classes for parents and members of the community. We evaluate the needs of the parents through interviews, language tests and needs assessment surveys. We hold ELL Parent Workshops at various times during the school year. Bilingual guidance counselors, the parent coordinator and AP ELL facilitate the Powerpoint presentation and discussion of topics such as the following:

Ways to discuss school issues with teens

Afterschool tutorial programs for ELLs

Understanding transcripts, student programs and attendance records

The College Application Process/ Financial Aid

College and Career Options

Growing Occupations

Importance of regular attendance

New York State Regents requirements

How to improve your child's academic performance

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 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 submits all correspondences 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, using the services of the phone translations when no staff is available. At this time our staff speaks 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 the use of the DOE Translation and Interpretation Unit. 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. Documents provided to students are translated to ensure access to all students languages.

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. When staff is not available in the language needed, the phone translation services provided by DOE are utilized.

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 is 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. Language access signs are available in offices which handle parents, as well as the I-Speak Card to identify language and provide access.

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		