

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q425

School Name:

JOHN BOWNE HIGH SCHOOL

Principal:

HOWARD KWAIT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 25Q425
School Type: High School Grades Served: 9-12
School Address: 63-25 Main Street, Flushing, NY 11367
Phone Number: 718-263-1919 Fax: 718-575-4069
School Contact Person: Howard Kwait Email Address: HKwait@schools.nyc.gov
Principal: Howard Kwait
UFT Chapter Leader: Bertha Lopera/Gina Zottola (Interim UFT Chapter Leader)
Parents' Association President: Zorina Bostic
SLT Chairperson: Zorina Bostic
Student Representative(s): Oscarine Diaz/Tayla Robinson

District Information

District: 25 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 201 Network Leader: Joseph Zaza

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Howard Kwait	*Principal or Designee	
Gina Zottola	*UFT Chapter Leader or Designee	
Zorina Bostic	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Oscarine Diaz/Tayla Robinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luz Maria de la Cruz	Parent	
Renard Ramsey	Parent	
Dorothy Tellis	Parent	
	Observer	
Neerajana Ghosh	UFT	
Jonathan Zelkind	CSA	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. John Bowne High School's Mission Statement states that John Bowne aims to provide every student with an opportunity to succeed. We expect that all of our students will be challenged to meet high academic standards and will leave John Bowne as literate, committed, inquisitive learners for life. We provide all students with a challenging learning community so that they can be prepared for a collegiate and professional environment. We work to strengthen our parental community so that our parents are involved in the school's academic vision.

It is our goal to develop strategies within our comprehensive education plan, which engage students in rigorous academic goals; enhance relations, improve communication among students of different backgrounds, foster positive attitudes towards school and learning, assist acculturation for our ethnically diverse population, strengthen community feeling and propel students into their future professional and vocational aspirations. Each John Bowne High School student is motivated and encouraged to meet the new Common Core Learning Standards, to respect and appreciate individuals of different cultures, and to be a contributing citizen to their community and country.

Our school operates as a 4-cycle sequence where the traditional 1 credit course is divided in half. In addition to formal observations encompassing multiple competencies, each cycle focus for informals are aligned to multiple competencies: Questioning, Engagement, Assessment, and Designing Coherent Instruction (4.1, 5.1). Certain foundational blocks essential to every lesson include questioning, engagement assessment and planning Teachers are engaged in frequent classroom observations with meaningful feedback. Student achievement is enhanced through the improvement in these competencies designed to support both the teacher and student in progressing to the next level.

Our school community defines a rigorous classroom as one in which students develop the capacity to understand content that is complex, ambiguous, and personally challenging. Rigor in mathematics is defined as students demonstrating conceptual understanding, procedural skill and fluency, and application.

2. Strengths

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Research-based, effective instruction that yields high quality student work
- Curricula-aligned assessment practices that inform instruction
- School-Level theory of action and goals shared by the school committee

Accomplishments

- Conducted all Advance Observations in a timely manner

Challenges

- Multi-Session School

3. Areas of Growth:

- Physics – 24% increase June 2014
- ELA Regents increase by 8%
- Career Day

Focus for this Year

- Attendance overall – Attendance 88%
- Focus on Hispanic/Black Males providing additional social and emotional health which in turn will positively affect attendance and credit accumulation

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To further enhance instruction and align to CCLS and College and Career Readiness, a school-wide research paper was recommended and implemented last year.

Part 2 – Annual Goal

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

Implementation of a research paper for each grade level across four content areas (English, Math, Science, Social Studies.) to help align students with the CCLS expectations/rigor and better prepare students to be college and career ready during Cycle 3 as evidenced by student work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Differentiated Instruction for SWD/ELLs	SWD/ELL Students	Cycles 2-3	Karen Gouede, AP , ELLs, ESL Teachers, SWD Teachers
SLT/PTA Meeting/Fastpac Meeting about Research Paper	Parents Student Government	Cycle 2	PTA Executive Board, Principal, SLT
Interdisciplinary emphasis on close reading	All Students	Cycles 1-4	School-Wide
English Department Final Grades and Feedback of Research Papers.	Students	Cycle 3	English Teachers

Part 4 – Resources Needed

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

Research Materials
 Handouts in English Library lessons (Uniform Lesson In English; Focus of Close Reading Library Lessons)
 Copy Materials
 Uniform Lessons and Focus in Classes

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Assessment midway through Cycle 3. Final product end of Cycle 3.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>NYSED Report Card identified low performing subgroups at John Bowne High School.</p>	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>To expand our Big Buddy Program which was started September 2013 for Black and Hispanic Males beyond 25 participants by Spring 2014 to provide additional emotional, social and academic support towards college readiness as evidenced by mentor/mentee collaborations, certificates and improved staff/student rapport.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
Big Buddy Program Meetings and Trips	Black and Hispanic Students	October 2014 June 2015	Ms. Perez-Diaz, Mr. Webb
Pairing Mentors	Staff	October -- November 2014	AP Eutsey and Guidance Counselors
Presentation at SLT Meeting by Guidance Counselors who coordinated the Big Buddy Program.	SLT	November 2014	Y. Perez-Diaz T. Webb

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Staff Needed for Pairing, funding for foot for meetings and possible trips</p>

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funding for trips and other activities

Part 6 – Progress Monitoring

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

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

Fall and Spring

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Improve the literacy levels of our students through improving pedagogical practices.

Part 2 – Annual Goal

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

To continue the budgetary alignment to ensure a quality Literacy Coach is available to support the instructional needs of our staff to strategically plan for close reading and literacy across the curriculum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Workshops by Literacy Coach – group and 1:1 sessions with teachers	Teachers Paras	September 2014-June 2015	Ms. Hsueh/ Dr. Kwait
Monthly Professional Learning Calendar	Teachers Paras		Ms. Hsueh/ Dr. Kwait
Walkthroughs by Literacy Coach	Teachers	November 2014-June 2015	Ms. Hsueh

Part 4 – Resources Needed

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

Unique programming styles.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Monthly – A year in review June 2015.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Stakeholders want expanded opportunities to learn about various careers. Further develop distributive leadership and student voice.

Part 2 – Annual Goal

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

John Bowne High School will conduct its second annual “Career Day” on March 5, 2015, to offer students an opportunity to learn about the different careers and to help students plan their post-secondary goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
To expand teacher leadership opportunities throughout the school community	Staff	December 2014- March 2015	
Accreditation Committee	Committee of Staff	September 2014 – February 2015	Representatives from Departments
Professional Development Committee	Staff Representatives	June 2014 August 2014 September 2014	UFT Chair, Dr. Kwait, Joy Hsueh, Tara DiMaggio

School Leadership Team	SLT	January to March 2015	PTA, Sub Committee, Parents, Students
Faculty Conferences (Converted to professional learning including the analysis of student work.)	Teachers	At least 3 meetings, September 2014 – June 2015	Teachers and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Letters, community involvement, parents, food, computer surveys

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Fall and Spring/Agendas/Minutes/Products				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Enhance our learning environment results.

Part 2 – Annual Goal

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

To implement a vast array of events bringing the community of students, staff, parents and CBOs together making our school once again the center of our community.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Queensborough Hill Flushing Civic Association in conjunction with the Agriculture and Art Department for wall painting to better community	Students, Staff, Community	Spring 2015	Ms. Alloggiamento, Mr. Perry
Career Day Committee	Staff and Community	January 2015 – March 2015	Mr. Acquafredda, A.P. Eutsey, I. Castillo, PTA Executive Board
PTA Meeting/Faculty Meeting about Career Day	Parents	Monthly	Dr. Kwait, Parent Coordinator, Teachers
Richmond Hill Block Association	JROTC, Community	September 2014 – June 2015	Sgt’s Colbert and Robles
SWD Orientation	SWD	Monthly Meetings	AP ISS, Teachers

College Fair	Students, Parents, Staff	Fall 2014	College Counselors, AP Guidance
"The Observer" – School Newspaper	Students, Parents, Staff	2014-2015 School Year	AP Remeika, D. Cocheo (Advisor), Students
Alumni Relations			

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

February – Confirming Attendees/Career Day – March 5/Art Competition

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)		<ul style="list-style-type: none"> * Daily preparatory course for students who have previously failed the English Regents * 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 	<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

		<p>remediation class</p> <ul style="list-style-type: none"> * 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 		
Science		<ul style="list-style-type: none"> * Teacher mandated tutoring * Make-Up Labs * C-6 Tutoring * Peer Tutoring * Science AIS Classes 	<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. 	<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

		<ul style="list-style-type: none"> * Two full time Speech Pathologist 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 		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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 its 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.

2b. High Quality and Ongoing Professional Development

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

Professional Development 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. Also, daily PD by in house literacy coach, Joy Hsueh with a daily, weekly, monthly professional learning calendar. Focus on Falling in Love with Close Reading.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

classroom during regular school day).
N/A

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

JOHN BOWNE HIGH SCHOOL

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. John Bowne High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required 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;
- 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;

The 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 Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

IV Additional Required School Responsibilities:

John Bowne High School will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part I 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.
- 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.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs what 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.
- 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 17
of certified ESL/Bilingual teachers: 17
of content area teachers: _____

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 seventeen certified teachers; including 4 ESL, 3 Chinese NLA, and 10 bilingual content area teachers. The languages of instruction in bilingual Chinese NLA and content area classes will be Chinese and English. In bilingual content area classes the languages of instruction will be Spanish and English. The before and after-school classes will meet one to five times weekly and last from November 2014 to June 2015. 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, and US History and Government.

Based on the needs of the students, teachers build literacy using strategies to best support learning across the curriculum, and develop the academic language that will ensure success in high school. We emphasize the four skills, listening, speaking, reading and writing to develop English proficiency. Student centered learning, portfolio assessments and project-based activities are used to evaluate student progress. The use of scaffolding techniques and the latest technology in computer based reading and writing instruction support English Language Learners in accelerating academic learning. According to the overall NYSESLAT proficiency results in 2013, there were 337 beginner ELLs, 486 intermediate ELLs and 198 advanced ELLs. In 2014 the overall proficiency was as follows, there were 148 beginner ELLs, 233 intermediate ELLs and 248 advanced ELLs. Our goal is to increase the number of ELLs who move from beginner to intermediate, intermediate to advanced and from advanced to proficient NYSESLAT levels. The proposed program will include rigorous content and application of knowledge by improving higher order thinking skills in order to prepare students for college level writing. Teachers will use strategies that emphasize close reading and the teaching of reading complex, informational text based on the Common Core Learning Standards. Teachers will select texts that increase in complexity over time. In addition, our ELLs need to increase their abilities in listening and speaking.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: In order to prepare teachers to teach academic language and challenging content, John Bowne H.S. Literacy Coach, J. Hsueh will provide three two hour Professional Development sessions after-school hours in December 2014, January and February 2015. The following teachers will receive training: L. Radak, J. Chen, M. Yang, R. Wensek, V. Wu, S. Chyn, L. Dong, T. Liew, L. Wang, I. Ramirez, I. Abreu, K. Cedeno-Rodriguez, A. Diez-Rojas, B. Kim, A. Sanchez. C. Newton, D. Cho.

To ensure that students receive content knowledge, build English language proficiency and meet the rigorous demands of the Common Core Learning Standards, we will provide PD sessions on the topics listed below:

Close Reading and the Instruction of ELLs

Increasing Text Complexity: Reading Strategies to Enhance ELL Instruction

Vocabulary Explicit 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 student participation in instructional support classes and student/parent participation in parent workshops. Parent will be notified via letters and telephone calls. 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. The first sessions will be held in December 2014 and will last 2 hours. There will be separate workshops for Chinese and Spanish speaking families. The second sessions will be held in February 2015 and will last 2 hours. Topics covered will include the following:

Ways to support school issues with teens

Information re: afterschool instructional support programs

Part D: Parental Engagement Activities

- 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	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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 <u>not</u> 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										109	99	110	114	432
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										196	99	71	102	468
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	319	4	1	101	6	0	12	5	1	432
Dual Language	0	0	0	0	0	0	0	0	0	0

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	
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: <u>12</u>										

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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
Intermediate(I)										56	48	55	74	233
Advanced (A)										99	50	57	42	248
Total	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
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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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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 Foreign Language	81	107	50	81
Government				
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:

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

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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

n/a

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

n/a

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 Home Language 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 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. 
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 ReadingTest, 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?
a. Describe your instructional plan for SIFE.
b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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:			
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

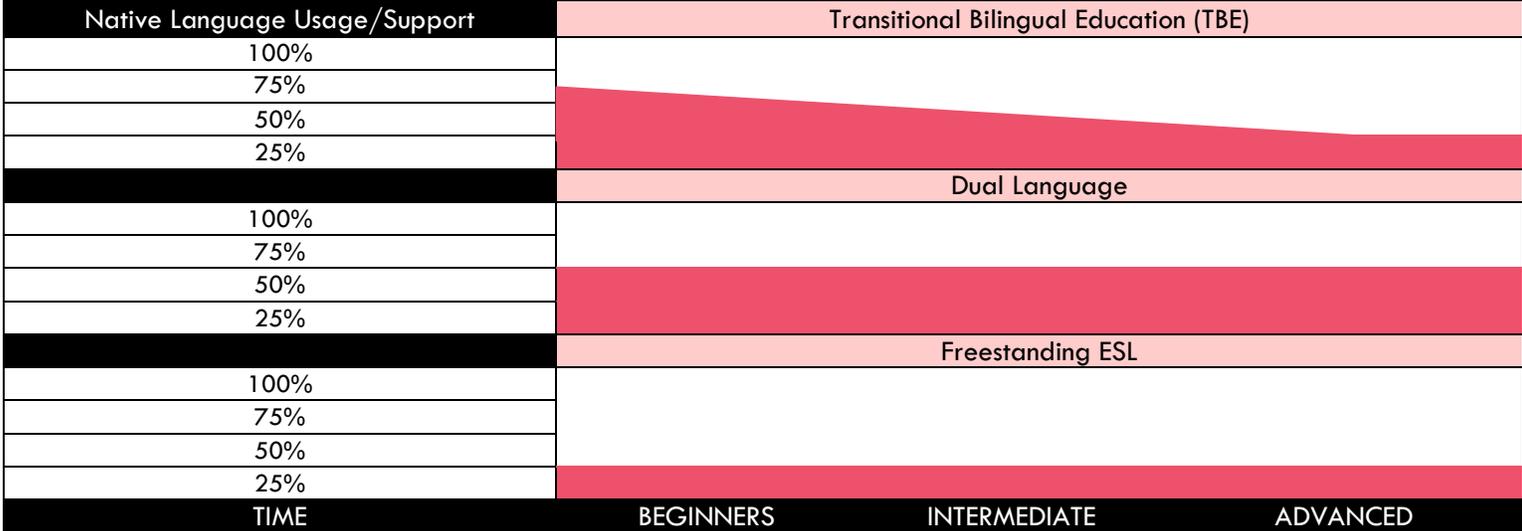
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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:

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.