Department of Education
Carmen Fariña, Chancellor

2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (*i.e. 01M001*): **25Q425**

School Name: **JOHN BOWNE HIGH SCHOOL**

Principal: **HOWARD KWAIT**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: John Bowne High School School Number (DBN): 25Q425

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: Gina Zottola

Parents' Association President: Nicoletta Martinez

SLT Chairperson: Nicoletta Martinez

Title I Parent Representative (or Parent Advisory Council Chairperson): William Strader

Student Representative(s): Koaneecha Jones

Crystal Tellis

District Information

District: 25 Superintendent: Elaine Lindsey

Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Superintendent's Email Address: ELindse@schools.nyc.gov

Phone Number: (718)741-3157 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Laurence Pendergast

Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY

Director's Email Address: LPender@schools.nyc.gov

Phone Number: (917) 225-2020 Fax: (718)391-8320

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Nicoletta Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
William Strader	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Crystal Tellis	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Koaneecha Jones	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Felicia Bifulco	Member/Assistant Principal/CSA	
Kathleen Mongan	Member/Teacher/UFT	
Luz Maria del la Cruz	Member/Parent	
Renard Ramsey	Member/Parent	
Gloria Carmona	Member/Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.
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.
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.
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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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 seek 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.

In addition to formal observations encompassing multiple competencies, each 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.

John Bowne is home to many programs including an Agriculture, STEM, ACA (Academy for Creative Artists), JROTC, and newly formed Law Program. The school hosts a career day highlighting careers, trades, and occupations. Students learn about the types of colleges, careers, and potential future potential appointment trajectory. The school also leads multiple college trips to Yale, Harvard, Cornell, New York University, and Teachers College.

John Bowne presently serves 713 ELLs (inclusive of Bi-lingual Chinese and Bi-lingual Spanish programs). We provide ELL services for all levels from entering (including SIFE) through commanding as well as services when students test out.

Our school also has 553 SWDs ranging from self-contained classes through mainstream as we provide the least restrictive environment. Through flexible programming, we provide an array of educational options to provide a quality experience.The testing of both ELLs and SWDs require tremendous effort and planning. During the administration of the NYSESLAT any student who is absent for one section of the exam creates great challenges to complete testing and classroom instruction based on their prior year ESL level as opposed to present. The clustering process has proven unsuccessful as the number of triennial evaluations exceed the number of cases our assigned psychologists can complete for the third consecutive school year. We have self-funded an additional psychologist to assist with suicidal ideations, FBAs, de-escalation crisis work and a small caseload to help bring out school into compliance.

Utilizing the Framework for Great Schools Report 2015, our school made the most progress in: collaborative teachers, rigorous instruction and effective school leadership. Our schools key area of focus is improving strong family community ties.

25Q425 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**09,10, 11,12**	**Total Enrollment**	**3693**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**49**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**30**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**90**	**# SETSS**	**16**	**# Integrated Collaborative Teaching**	**141**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**81**	**# Music**	**70**	**# Drama**	**4**
# Foreign Language	**194**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**64.0%**	**% Attendance Rate**	**83.0%**
% Free Lunch	**65.6%**	**% Reduced Lunch**	**7.6%**
% Limited English Proficient	**23.9%**	**% Students with Disabilities**	**12.8%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.5%**	**% Black or African American**	**19.0%**
% Hispanic or Latino	**44.0%**	**% Asian or Native Hawaiian/Pacific Islander**	**30.9%**
% White	**4.8%**	**% Multi-Racial**	**0.1%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**8.18**	**# of Assistant Principals (2014-15)**	**13**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**15**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**1.0%**	**% Teaching Out of Certification (2013-14)**	**13.1%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**1.0%**	**Average Teacher Absences (2013-14)**	**7**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**54.8%**	**Mathematics Performance at levels 3 & 4**	**64.2%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**81.5%**	**% of 2nd year students who earned 10+ credits**	**72.0%**
% of 3rd year students who earned 10+ credits	**73.7%**	**4 Year Graduation Rate**	**65.8%**
6 Year Graduation Rate	**73.3%**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	**X**
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**NO**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**NO**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
White	**NO**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**NO**
White	**YES**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and 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. We contribute part of June 2015's 80% pass rate on the ELA Regents as a result of this school wide initiative. According to the Framework for Great Schools 2015 Report, our CCLS shifts in literacy (95) exceed the citywide average.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

John Bowne High School will continue to implement a research paper for each grade level to better prepare students for college readiness during the Spring term as evidenced by a student work product that demonstrates rigor and is aligned to CCLS.

Part 3 – Action Plan

Target Group(s)
Who will be targeted?

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.** • **Core subject teachers in Math, Science, Social Studies (led by ELA and ENL) will dedicate a minimum of 1 week to introduce articles, have students conduct close reads.** • **Literacy Coach to facilitate teacher meetings to support.** • **Learning walks every 2 weeks will yield insight and**		**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

evidence to the action plans implementation. • **Class visits to Library.** • **Multiple Drafts.** • **Students will have the option to select 1 of 4 research paper topics.** • **This will be addressed and presented at PTA and SLT meetings sharing with families how to support their children at home and specifically on evaluating the validity of sources and analysis of text.**			
Differentiated Instruction for SWD/ELLs	SWD/ELL	Spring Term	Teachers of ELLs and SWDs, APs Supervision and Principal
PTA Meeting/Fastpac Meeting about Research Paper	Parents Students	November-January	Student Union Principal PTA President COSA
Interdisciplinary emphasis on close reading	Students Teachers	September-June	School-Wide
English Department Final Grade and Feedback of Research Papers	Students English Teachers	February-April	English Teachers Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
* Core subject area teachers ELA, ENL, SWD, Math, Science, Social Studies * Literacy Coach *Library extending hours											
Part 4b. 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 SWP**		**Title I TA**		**P/F Set-aside**		**21st Century**	X	**C4E**

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Spring Term -- Walk throughs every 2 weeks will demonstrate student progression with the schoolwide research paper from February to April 2016.
Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

Work with our struggling students to establish a more supportive environment to foster the social and emotional development of these students. More specifically there are 30 incoming 9th grade students with 40-80 days absence from 8th grade. Additional social and emotional supports for seniors to further promote post-secondary success. According to the Framework for Great Schools Report 2015, our school is excelling on social and emotional and close to meeting citywide averages on peer interactions, next level guidance, personal attention and support and press toward academic achievement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Advisories -- grade targeted based on 8 th grade attendance; 12 th grade advisory. Our school will pilot the implementation of targeted 9th grade advisories as small group instruction as well as the piloting of at least 10 sections of small group instruction for seniors utilizing the Connect with Kids curriculum as evidenced by student programs, C-6, master schedule in the Fall and Spring terms during the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***
Presentation at PTA/SLT Meetings on small group instruction	SLT	November-January	AP PPS Principal Teachers
Advisories * Advisory Trainings: 1 by School, 1 by Connect with Kids * College Counselors visit advisories once per month	9 th graders with poor 8 th grade attendance. Piloting 12 th graders.	September-June	AP Organization AP PPS Principal

* Through these small group instructional settings we will expand and target to further improve our supportive environment specifically in personal attention and support and next level guidance. * Feedback from Teachers, Student Analysis of Advisory 9th grade attendance and scholarship reports by marking period.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
* Circular 6 small group instruction * Connect with Kids Curriculum * College Counselors to push into senior advisories at least once per month.											
Part 4b. 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 SWP**		**Title I TA**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
End of Fall Term, End of Spring Term. Evaluating the P for Pass to the F for Fail in February 2016 and June 2016.
Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	HE
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

Work by our Literacy Coach has led to increased passing percentages on Regents Exams in January 2015. The needs of the school are to further increase our initiative with close reading and literacy in all classrooms. According to the Framework for Great Schools Report 2015, our school excels in rigorous instruction, collaborative teachers, and effective school leadership. The anticipated impact will be improving the element of trust.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

A Minimum of 80 John Bowne teachers will conduct peer inter-visitations in the form of learning walks, often to be led by ENL teacher and Literacy Coach focusing on 3B, C and/or D of Danielson's Framework as evidenced by email correspondence, schedule, sign in sheets for both Fall and Spring terms.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***
Literacy Coach	Teachers	October-May	Literacy Coach Principal APs
Menu Options	Teachers	October-May	Teachers and APs
Teachers willingly opening up classrooms for four or fewer per UFT Contract It is anticipated that 40 inter-visitations will be completed by 2/1/16 and an additional 40 inter-	Teachers	October-May	Teachers and APs

visitations/learning walks will be completed by 6/15/16. Emphasis will be placed on continued collaboration and best practices. Learning walk feedback will be communicated through SLT and/or PTA meetings.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Full time Literacy Coach • Professional learning opportunities throughout the year

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**		**Title I SWP**		**Title I TA**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
End of Fall Term, End of Spring Term
Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

Teachers provide input into the decision making process and allow for key decisions to involve all stakeholders. The latest Quality Review noted progress should be made in teachers recording assessment results. According to the Framework for Great Schools Report of 2015, we were proficient in assessing what students are learning.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

John Bowne teachers with the assistance of literacy coach and department APs will provide multiple entry points to ensure lessons challenge all students in their learning and result in producing meaningful work products as well as the improvement, monitoring and recording of assessment results as evidenced by observation reports, student work products and teacher response to recording assessment results.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***
Literacy Coach	Teachers APs	September-June	Literacy Coach Principal APs
Department Meeting	Teachers	September-June	APs
Sharing of Best Practices	Teachers Aps	September-June	Principal APs Teachers
Clipboards -- Purchasing clipboards for teachers	Teachers	September	Principal APs Teachers

-- Teacher teams analyzing student work products utilizing a shared protocol -- Inter-visitations highlighting best practices of Danielson's 3B, C & D as well as designing coherent instruction to meet the needs of ALL learners -- Professional learning opportunities facilitated by John Bowne teachers.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for Professional Learning Opportunities through Coverages and Per-Diem Teachers. Purchasing of clipboards for teachers.											
Part 4b. 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 SWP**		**Title I TA**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Every Other Month. At least 2 teacher team meetings to review student work protocols will be completed by February 1, 2016. At least 5 teachers will present professional learning topics by February 1, 2016.
Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6*: *Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

John Bowne High School Implemented a "Career Day" with over 60 careers and multiple presentations and the school community and its constituents wish to expand and further promote post-secondary readiness. This is another initiative ti improve the Framework in Great Schools Report of 2015 element of strong family-community ties (this school year we have had 168 different feeder schools).

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

John Bowne High School will conduct its third annual "Career Day" to offer students an opportunity to learn about the different careers that are in demand and to help students plan their futures in the Spring term as evidenced by schedule of the day, student selection email of presenters they wish to attend.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **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).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***
To expand teacher leadership opportunities throughout the school community	Alumni Trades Professionals Teacher	Fall-Spring	APs Principal
Professional Development Committee	Teachers	Fall-Spring	APs Principal
School Leadership Team	Community SLT	Fall-Spring	SLT PTA

Faculty Conferences (Converted)	Teachers	Fall-Spring	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
* Committee of stakeholders to plan function * Options for scheduling students to see multiple presenters * Ordering refreshments * Classroom protocol for students to reflect and plan before and after each session * Support all students in their post secondary planning * AP will present and brainstorm at November SLT meeting * Multiple committee meetings * Refreshments, lunch, water, paper, committee meetings *Recruitment of vast array of professionals
Part 4b. 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 SWP**		**Title I TA**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Spring Term. By February 1, 2016 most of the day will be planned including presenters who have committed to the day.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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)	* In danger of failing any ELA or ENL class * Those who have failed ELA Regents * Students voluntarily seeking additional support.	* 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	* Small Groups * One-On-One * Saturday Tutoring * Differentiated Instruction in Classroom * Whole Class Instruction	* Before/After School * During School Day * Saturdays
Mathematics	* In danger of failing any Mathematics class * Those who have failed a Math Regents * Students voluntarily seeking additional support	* 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	* Small Groups * One-On-One * Saturday Tutoring * Differentiated Instruction in Classroom * Whole Class Instruction * Pull-Out	* Before/After School * During School Day * Saturdays

		remediation class * C-6 Tutoring * Teacher Tutoring * Peer Tutoring * A Saturday tutorial is offered for students to prepare them for the Regents Exams and help them meet college readiness standards * Offering Math course through College Now for Seniors who have met CUNY College readiness standards		
Science	* In danger of failing any Science class * Those who have failed a Science Regents * Students voluntarily seeking additional support	* Teacher mandated tutoring * Make-Up Labs * C-6 Tutoring * Peer Tutoring	* One-On-One * Saturday Tutoring * Differentiated Instruction in Classroom * Whole Class Instruction	* During School Day * Saturdays
Social Studies	*In danger of failing any Social Studies class * Those who have failed a Social Studies Regents * Students voluntarily seeking additional support	* History Lab * C-6 Tutoring * Peer Tutoring	* Small Groups * One-On-One * Saturday Tutoring * Differentiated Instruction in Classroom * Whole Class instruction	* Before/After School * During School Day * Saturdays
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*		* 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	* Individual Counseling * Small Group Counseling * Group Counseling * Mediation/Conflict Resolution Training * Advocacy/referrals for students	* During the School day * Summer Peer Leadership Program

		full-time employee who is supported by an itinerant Psychologist one day per week.		

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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, staff, and paraprofessionals 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/information, 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.
• 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

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	1,505,313.00	X	5A,5B,5D,5E,5F,6
Title I School Improvement 1003(a)	Federal	0	-	
Title I Priority and Focus School Improvement Funds	Federal	0	-	
Title II, Part A	Federal	0	-	

Title III, Part A	Federal	82,656.00	X	5A
Title III, Immigrant	Federal	0	-	
Tax Levy (FSF)	Local	18,013,074.00	X	5A,5B,5C,5D,5E,5F,6

[1]Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

[2]The **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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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)

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;

The 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 1 st 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 on 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 1 st 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 will 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 prompting 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
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): ☒ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐ Before school ☒ After school ☐ Saturday academy
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12
Total # of teachers in this program: 17 # of certified ESL/Bilingual teachers: 17 # of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 sub-groups: 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

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:

Part C: Professional Development
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 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) • Per session • Per diem	_____	-
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula,	_____	_____

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 425
School Name John Bowne High School		

B. Language Allocation Policy Team Composition

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

Principal Howard Kwait	Assistant Principal Karen Gouede
Coach Joy Hsueh	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dara Eskenazi	School Counselor Maritza Matias
Teacher/Subject Area Tiew Lin Liew/Home Lang Arts	Parent Aida Sanchez
Teacher/Subject Area type here	Parent Coordinator Ivan Castillos
Related-Service Provider type here	Borough Field Support Center Staff Member Maria Vasiliou-Rozos
Superintendent Elaine Lindsay	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	12	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	5	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	3782	Total number of ELLs	617	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 (TBE)	Yes☒	No☐	If yes, indicate language(s): Spanish, Chinese
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										90	92	94	25	0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	617	**Newcomers** (ELLs receiving service 0-3 years)	368	**ELL Students with Disabilities**	109
SIFE	28	**Developing ELLs** (ELLs receiving service 4-6 years)	133	**Long-Term** (ELLs receiving service 7 or more years)	116

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

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	229	16		45			4	1		0
DL										0
ENL	139			88	11		112	5		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 12

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Chinese										55	55	67	13	0
SELECT ONE Spanish										38	46	31	11	0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

Freestanding English as a New 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										80	68	57	18	0
Chinese										26	20	22	4	0
Russian										1	2			0
Bengali										4	5	5	1	0
Urdu										5	5	4	1	0
Arabic										5	5			0
Haitian											2			0
French										3	1	5	1	0
Korean														0
Punjabi										3	2	1		0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										42	25	19	3	0
Emerging (Low Intermediate)										22	29	21	6	0
Transitioning (High Intermediate)										13	25	26	9	0
Expanding (Advanced)										53	44	39	5	0
Commanding (Proficient)										30	41	33	17	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										78	56	58	27	0

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					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	190		119	
Integrated Algebra/CC Algebra	36	113	17	56
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	9	19	17	19				
Chinese Reading Test	11	12	21	39				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
   We assess early literacy skills of our ELLs through teacher created assessments. We evaluate data for ELLs based on class grades, regents scores, passing percentages, data gained from teacher teams after evaluating student work, and NYSESLAT scores. The data helps teachers make informed decisions about student grouping, planning lessons and materials preparation.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   NYSESLAT data shows that most 9th graders tested at either entering or expanding levels, more 10th and 11th graders tested as expanding.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   According to AMAO1/2 our ELLs scored 15% more than NY State's target for proficiency. Most of our seniors test out of ENL. Students who speak Spanish at home test out more than students who speak the other languages.
4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
   b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
   c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

   ELLs score higher on exams taken in the home languages. School leadership and teachers used the results of ELL Periodic Assessments for strategic student grouping and planning instructional activities within ELA/ENL units. The data revealed that teachers must incorporate reading strategies and increase vocabulary building to improve ELL outcomes. We use the data for literacy development and to instruct students with different proficiency levels in English and their home language. TBE teachers use the data to group students and help them improve reading ability in the home language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

Paste response to question here:

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

To ensure that a child's second language development is considered in instructional decisions, we review classroom grades, NYSESLAT scores, reading and writing assessments, discuss student with teachers from different content areas, and meet with parents/guardians.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the target language?
   b. What is the level of language proficiency in the target language for EPs?
   c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

We evalulate the success of our programs for ELLs based on NYSESLAT and regents data. For the past three years, over 100 ELLs have scored proficient on the NYSESLAT. 38.24% of ELLs scored 65 or higher on the January 2015 ELA regents and 50.30% passed in June 2015. Although we did not meet AYP for ELLs in 2014-15, our goal is to improve ELL AYP performance in the 2015-2016 academic year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

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 the LAB/BESIS Coordinator, Dara Eskenazi, conducts the parent interview. Ms. Eskenazi is a licensed ESL teacher with fourteen years experience as LAB/BESIS coordinator. She is trained in cultural competency, language development and the needs of ELLs. She determines eligibility for evaluation by conducting an informal oral interview with the student and parent 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 ENL. 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 the NYSITELL in the ENL 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 ENL instructional program. Ms. Eskenazi administers the Spanish LAB to all entering students who indicate Spanish as their Home Language on the HLS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Based on the results of the NYSITELL, oral interview questionnaire, LENS and review of student classroom assessments in ESL (writing assignments, reading and speaking ability) we identify SIFE within thirty days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

We determine eligibity to take the NYSITELL for students entering with an IEP, based on the determination of the LPT. The members of the Language Proficiency Team are AP ELL, K. Gouede, AP ISS, L. Ianelli, and certified ESL teacher, E. Garriga, Special Ed. teacher,

F. Russo and the parent/guardian of the student in question. During the evaluation process, interpretation is provided for the parent. The timeline to accept or reject the Language Proficiency Team recommendation is twenty days. We use the Oral Interview Questionnaire during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. To measure the home language literacy skills of SIFE, we use Literacy Evaluation for Newcomer SIFE (LENS).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

We provide parents with the entitlement and non-entitlement notification letters on the same day the NYSITELL is scanned and scored. The signed letter is maintained on file in room 258, the office AP ELL, K. Gouede. The letter is provided in the home language of the parents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).
   We invite parents to informative meetings. Parents are informed of their right to appeal during orientation meetings held in September. The entitlement and non-entitlement letters also notify parents of their right to appeal in the appropriate home language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
   Throughout the school year, we hold ELL parent meetings with translators present, to inform parents of our instructional programs. We invite parents to orientation meetings held on September 1 and 2, 2015. We ensure that they understand all three program choices by showing the Parent Orientation Video at the meetings. We also show the video to all parents who come in over the counter and from the enrollment centers to enroll their student. If the parent selects a program that is not in the school we contact the DELLSS to coordinate the transfer with the Office of Student Enrollment.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
   We include parent surveys in the enrollment packets to be collected and filed on the day of enrollment. After watching the orientation video, parents opt for the program of their choice. The Parent Surveys and Program Selection forms are provided in the parent's home language and completed and returned to Ms. Eskenazi, the LAB/BESIS Coordinator.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
   We check the enrollment packets and use the completed selection forms to program ELLs. We maintain the copies of the Parent Surveys that are kept on file in the office of the LABBESIS coordinator, room 256.
9. Describe how your school ensures that placement parent notification letters are distributed.
   Placement parent notification letters are distributed to parents in their hands or by mail once the program of the student has been determined. The letters are provided the home language of the parents. Ms. Eskenazi, LAB/BESIS coordinator is responsible for this correspondence.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
    We retain all ELL documentation for each student in their individual files in room 105, the guidance suite. The HLIS, non-entitlement and entitlement letters are kept on file in room 258, AP ELL office and in room 256, LABBESIS coordinator's office.
11. 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 students identified as ELLs. We distribute invitation letters for the Speaking Strand for students to report to the the school library to be tested by certified ENL teachers. ENL teachers do not administer the speaking test to their own students. Reading, writing and listening tests are given in the ENL classrooms. To ensure that all ELLs are tested, we refer to ATS to determine NYSESLAT eligibility. AP Sencer, APO, AP Gouede, AP ELL, and D. Eskenazi, ensure that all steps are taken to efficiently administer all sections of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
    Based on the NYSESLAT scores, parents are issued continued entitlement letters by mail by September 15th. Copies are kept on file in room 258. AP Gouede and AP Sencer are responsible for ensuring that the continued entitlement letters are distributed and kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
    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 ENL classes based on the RLAT and RNMR reports on ATS.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.

   We offer a freestanding ENL program. Students are placed in heterogeneous groups, 9th and 10th graders are together in one class and/or 11th and 12th graders are together in one class. Integrated and standalone ENL are implemented as per CR Part 154.2. Students receive core content classes and integrated ENL.(See below.) Content area teachers use ENL methodology to deliver instruction in science, social studies, mathematics, and ELA.

   b. TBE program. *If applicable.*

   We also offer a Transitional Bilingual Program in both Spanish and Chinese. TBE teachers use the home language to deliver instruction to students of various levels of content mastery and literacy development. Mathematics, Social Studies and Science classes are taught in Spanish and Chinese.

   c. DL program. *If applicable.*

   Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs, including students in bilingual, integrated and stand-alone offer home language support. Our instructional program includes a Transitional Bilingual Education in both Spanish and Chinese. We also offer a freestanding ENL program. The schedule allows for all mandated minutes. The mandated minutes include the following: Entering: 225 minutes of integrated ENL per week and 450 minutes of stand alone ENL per week, Emerging: 225 minutes of integrated ENL per week and 225 minutes of stand alone ENL per week, Transitioning: 225 minutes of integrated ENL per week and 225 minutes of ELA per week, Expanding: 225 minutes of ENL per week, Commanding: 225 minutes of integrated ENL per week. ELA is the core content area for the integrated ENL classes. Home Language Arts is offered 225 minutes per week in the bilingual Spanish and Chinese programs. Home language arts classes are aligned to the Common Core Standards.

3. Describe how core content is delivered in each program model. 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 stand alone and integrated ENL classes, newcomers and LTEs are grouped heterogeneously or homogenously 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. Through self-assessment, rubrics and checklists, 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 accordance with the school wide policy, ELLs write interdisciplinary research papers. Classes are involved in close reading of complex articles and current research topics selected by students. In order to allow ELLs access to academic discourse, ENL teachers follow a unified unit sequence that includes a wide range of content area themes. In addition, ENL /ELA classes follow the ELA curriculum. 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 incorporated: 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 and activating prior knowledge. Skills based curriculum maps in various content areas are used that focus on skills such as paraphrasing, inferencing, formulating questions, identifying author's purpose, word choice, note-taking and summarization.

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 - ENL teachers use materials from the ELA curriculum, Benchmark series, text exemplars from the Common Core Learning Standards, informational text, articles from Achieve3000, web based writing program Write to Learn, Active Skills for Reading, Longman Social Studies, Longman Science, Gateway to 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 support in classes that terminate in a regents in content areas such as English Language Arts, Algebra, Living Environment, Global Studies and US History.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that students are evaluated appropriately in their home language, the following assessments are administered to ELLs as per state guidelines: Spanish LAB, ELE ReadingTest, Chinese Reading Test, and Regents Exams. The results are used to for instructional planning and to provide services in bilingual classes. Students use bilingual dictionaries in their home languages to enhance comprehension in classrooms across content areas.

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 ENL 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. Midterm and end of term exams include the varied modalities in entering, emerging, transitioning, expanding and commanding levels.

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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 ENL 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 emerging - expanding ENL students. Write to Learn is a web-based literacy tool that builds reading comprehension and writing skills.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

Our school ensures that the students' academic progress has not been adversely affected by following up on re-identifcation appeals within six to twelve months. The protocol that we follow is according the DOE policy. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. LPT team members manage the re-identification process. The members of the Language Proficiency Team are AP ELL, K. Gouede, AP ISS, L. Ianelli, and certified ESL teacher, E. Garriga, Special Ed. teacher,
F. Russo and the parent/guardian of the student in question.

8. 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. The computer based program Achieve3000 is incorporated in the daily instruction of ELL-SWDs to improve literacy levels.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

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. Teacher teams 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	***2 units*** *of study* ***per week*** *(360 min.)*	***2 units*** *of study* ***per week*** *(360 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	***1 unit*** *of study* ***per week*** *(180 min.)*	*Former ELLs must continue to receive services for an additional* ***two years***
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services*
	360 minutes per week	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL teacher		**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER** ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Chart

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

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*Note "*other approved services*" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*3 units of study per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies.

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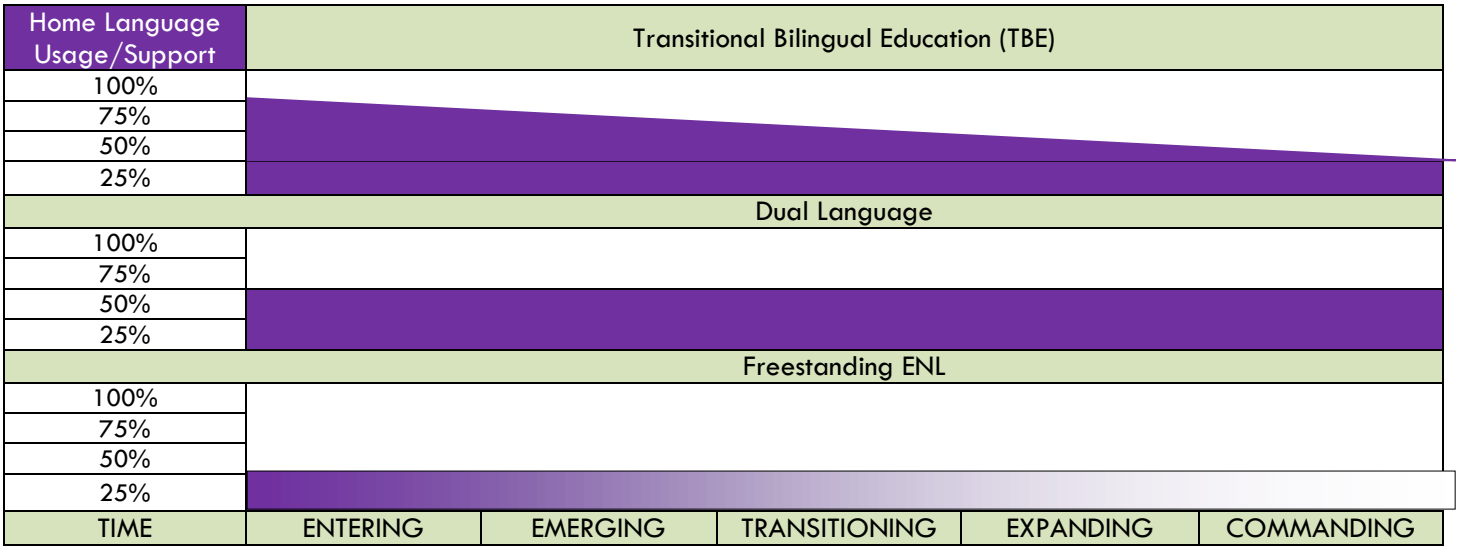
*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 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
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    ENL teachers collaborate to develop curriculum maps with focuses on ENL instruction and the following content areas: mathematics, social studies, science and English Language Arts. 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. We ensure that all teachers are aware that they are teachers of literacy and teachers of ELLs. The Literacy Coach provides on-going school 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: strategies for close reading, depths of knowledge, comparing two or more text, analyzing author's craft, reflecting on author's purpose, helping students generate questions, etc. Teachers determine proficiency based on their outcomes on the NYSITELL, NYSESLAT, or LAB-R (prior to February 2014).
12. What new programs or improvements will be considered for the upcoming school year?
    We plan to expand our uses of checklists for monitoring individuals and groups of students, student self-reflection of their own progress in learning and tracking their grades. We will follow the model recommended by NY State and incorporate freestanding ENL and integrated ENL and ELA instruction involving two individually certified teachers co-teaching for the required number of minutes for each proficiency level in the integrated ENL/ELA classes.
13. What programs/services for ELLs will be discontinued and why?
    n/a
14. 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 and are afforded equal access. 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, sports teams, 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. ELLs attend after school instructional support classes on week day afternoons and Saturdays. Students participating in the Saturday ENL College Readiness Program increase academic language and awareness of the college application process. They also go on field trips to colleges and museums.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    Smartboards are used in ENL classrooms to build literacy, scaffold meaning and deepen understanding of vocabulary. ENL teachers use ELA curricula, social studies and science content based materials, 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. In addition, emerging, transitioning, and expanding students utilized the Academic Vocabulary Toolkit and English 3D to increase academic word knowledge in class two days per week.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    In order to support the home language, bilingual dictionaries and glossaries are available in ENL, Home Language Arts and bilingual content area classes. Library books are also available in the students' native languages. Instruction is provided in the New Language Arts Chinese and Spanish classes to transfer skills to English. For example, students read texts in Home Language Arts that are taught in ENL and ELA classes. Students read the text in the home language and discuss, read and write about the same text in the home language and in English in alignment with the CCLS. ELLs receive supplemental instruction, academic support in regents preparation in after school and Saturday tutorial programs.
17. Explain how the school ensures all required services/resources support and 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 to the cognitive needs and services for ELLs SWD's.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

    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 ENL 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. In addition to this, meetings are planned to inform parents of their students progress in English language acquisition in ENL classes, English language proficiency results and language development needs in all content areas.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

   Our literacy coach, Joy Hsueh, provides professional learning to the following: all ENL, bilingual and content area teachers in science, mathematics, social studies, and special education. In addition, guidance counselors, school psychologist, speech therapist receive training at the guidance department meetings, AP Organization, A. Sencer provides orientation to school secretaries and parent coordinator. Assistant principals receive training during cabinet meetings.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   The literacy coach offers professional development to ENL and bilingual teachers in the following areas: Co-teaching Strategies, CR Part 154 regulations, Integrated ENL Orientation, Close Reading Strategies, Effective Questioning Approaches, Peer Intervisitiation, etc. AP ELL, K. Gouede, provides PD to Title III teachers after school and during ENL department meetings in areas such as best practices for co-teaching, teacher modeling, reading complex text, citing textual evidence and student generated questioning. AP English, S Remeika, provides PD in aligning ELA content area instruction with integrated ENL and scaffolding for ELLs and ELLs with disabilities. ENL and bilingual teachers attend PD sessions out of the building provided by the DOE OELL in areas such as collaborative reading and teaching academic vocabulary to ELLs. In addition, small teams of teachers meet to analyze student work. Teachers of ELLs also participate in intervistitation and sharing best practices.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

   n/a

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

   In addition to the PD outlined in question 1, ENL and bilingual teachers attend PD provided by the OELL in areas such as collaborative reading and teaching academic vocabulary. Small teams of teachers meet to analyze student work and collaborate on strategies to improve literacy based on the needs of the students. Teachers also participate in intervisitation and sharing best practices. The literacy coach provides certificates for participation in PD. Copies are maintained in the AP ELL office room 258.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   In order to meet individually with parents of ELLs, we plan to hold evening meetings, the first will be held on the evening of December 9, 2015. ENL and bilingual teachers will come in for per session and meet with parents to discuss goals of the program and language development needs of individual students. In addition, where feasible, teachers will meet during the day, including possiblyduring SBO days. Qualified interpreters/translators will be available to assist in the language parents best understand. Additionally, we will use Skedula and Kinvolved to increase ELL parent engagement. Both programs provide parents the opportunity to view student grades and attendance records and communicate with their teachers. Kinvolved is an ap messaging system that allows schools to inform families about attendance and behavior. It also identifies classroom and schoolwide trends. Kinvolved sends messages to parents in the home languages. Records of in-person meetings, phone calls and messages/ letters sent, are stored in Skedula and Kinvolved electronically.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Parents of ELLs attend PTA meetings where Spanish and Chinese interpreters are available at every meeting. There is a list of staff members who speak various languages that we call when translation services are needed. We also utilize the DOE translation services number to call. ELL parents also attend Title III workshops facilitated by AP ELL, bilingual guidance counselors and parent coordinator. Workshop topics include the following: Understanding school documents, attendance, after school instructional support classes, NYS regents requirements, ways to support school issues with teens, college readiness, college choices, financial aid, etc. In addition, ELL parents also participate in Family Science Night and Career Day.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

   John Bowne HS partners with United Way and CAP Central Queens YMCA to provide services to ELLs for intervention in areas such as attendance and to address social and emotional needs. Translation services are provided by the COB as needed.

5. How do you evaluate the needs of the parents?

   We evaluate the needs of parents through various parent surveys city-wide. Meetings are also held with the PTA executive board. The parent coordinator evaluates the needs of the parents and works with the principal to address their concerns. Translation services are available as needed.

6. How do your parental involvement activities address the needs of the parents?

   We provide workshops to the parents of ELLs based on identified needs of parents. Meetings are held in afternoons and evenings based on parents ability to attend. We alternate Tuesday and Thursday evenings. Our parent coordinator is bilingual in Spanish and English. The parent coordinator works with the principal to address the parent concerns, conduct outreach, and strengthen the involvement of parents in their children's education. Translations services are available as needed.

D. Additional Information

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

We will schedule part of a faculty conference in January 2016 to train staff on the use of translation and interpretation services. In alignment with the December 2015 parent meeting, we will schedule a focus group and gather feedback and best practices from parents inclusive of all cultures and languages represented.

School Name: John Bowne High School			School DBN: 425
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Howard Kwait	Principal		1/1/01
Karen Gouede	Assistant Principal		1/1/01
Ivan Castillo	Parent Coordinator		1/1/01
Dara Eskenazi	ENL/Bilingual Teacher		1/1/01
Aida Sanchez	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Joy Hsueh	Coach		1/1/01
	Coach		1/1/01
Maritza Matias	School Counselor		1/1/01
	Superintendent		1/1/01
Maria Vasiliou-Rozos	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q425 School Name: JOHN BOWNE
Superintendent: ELAINE LINDSEY

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences of the parent community are assessed using the Home Language reports available on ATS such as the RHLA and the RAPL to identify home languges and preferred parent languages, as well as the . The greatest need for our building based on language is Spanish and Chinese.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents preferred languages are:
ENGLISH-1589
SPANISH-1262
CHINESE/ANY-295
MANDARIN-178
BENGALI (BANGLA I-72
URDU-34
RUSSIAN-26
PUNJABI (A.K.A. P-21
GUJARATI-14
CANTONESE-13
HAITIAN CREOLE-13

ARABIC-13
HINDI-11
PASHTO (A.K.A. PU-10
FRENCH-9
KOREAN-8
POLISH-7
NEPALI-5
INDONESIAN (AKA B-4
HEBREW-3
UKRAINIAN-3
THAI-3
PHILIPINO (A.K.A.-3
MALAGASY-2
DARI/FARSI/PERSIA-2
UZBEK-2
VIETNAMESE-2
GUARANI-2
JAPANESE-2
TWI-1
FULANI-1
BURMESE-1
BELORUSSIAN-1
TIBETAN-1
ALBANIAN-1
TAMIL-1
AKAN-1
TELUGU-1
SONINKE-1
ITALIAN-1

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents typically diseminated every year include a student handbook, attendance letters, notices for parent-teacher conferences, and letters from the Principal. The documents are provided in Spanish and Chinese.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The face to face meetings throughout the school year are parent-teacher conferences in November and March, individual parent conferences (informal), monthly PTA meetings, annual College Fair (October) and other informal meetings with parents/phone calls

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When written translation is required translations are performed by in-house school staff, the languages not available by school staff are submitted to the Translation & Interpretation Unit for translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When interpretation is required services are performed by in-house school staff based, or through the use of over-the-phone interpreation via the Translation and Interpretation Unit. PTA and SLT meetings have staff scheduled to provide interpretation services at each meeting. For other major events staffing is arranged to ensure interpretation availability as well.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language ID guide and palm card was distributed to staff in Opening Day Staff packets at the beginning of the year and via email. Reminders are sent regarding interpretation services prior to each event, including the over the phone interpretation services with extended hours for Parent Teacher conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at
http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

After each event the usage of the services is analyzed to determine if greater need exists for translation/interpretation. Furthermore parent feedback is gathered at the conclusion of the services utilized regarding quality.