

JOHN DEWEY HIGH SCHOOL

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (21K540)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 540 **SCHOOL NAME:** John Dewey High School

SCHOOL ADDRESS: 50 Avenue X Brooklyn, NY 11223

SCHOOL TELEPHONE: 718-373-6400 **FAX:** 718-266-4385

SCHOOL CONTACT PERSON: Barry Fried **EMAIL ADDRESS:** bfried@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rotating Chair

PRINCIPAL: Barry Fried

UFT CHAPTER LEADER: Robert Kanyuk

PARENTS' ASSOCIATION PRESIDENT: Forbes Lynch

STUDENT REPRESENTATIVE:
(Required for high schools) Lisa Bartholomew

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 305

NETWORK LEADER: Joanne Mejias

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Barry Fried	*Principal	
Robert Kanyuk	*UFT Chapter Chairperson	
Forbes Lynch	*PA President	
Michelle Sancho	Title I Parent Representative (PAC)	
Lisa Bartholomew	Student Representative	
Honora Dash	Member / CSA	
Marlyne Daniel-Paul	Member / UFT	
Ron Broth	Member / UFT	
John Rossiello	Member / UFT	
Bryan Hall	Member / UFT	
Bonnie Altman	Member / UFT	
Diane Bauer	Member / Parent	
Denise Marks-Parris	Member / Parent	
Adrienne Hayes	Member / Parent	
Roxanne Hill	Member / Parent	
Saufea Garrick	Member / Parent	
Mariette Faustin	Member / Parent	
Vacancy	Member / Parent	
Lin Kong	Member / Student	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

John Dewey High School, the award winning New American High School, a 2007 US News and World Report Silver Medal winner and one of Newsweek's Top 6% "Best High Schools" for 2008-2009, is located between Coney Island and Bensonhurst, in Brooklyn, New York. We provide one of the largest campuses in Brooklyn where we house a diverse community of approximately 2,800 students in a secure and serene academic setting.

Our vision is to provide the opportunities and the tools that enable students to be successful in the workplace of the 21st century. Our mission is to offer an innovative form of education by empowering students to make decisions regarding their educational experience, by enabling them to grow at their own rate in an atmosphere of dynamic interchange, and by providing an extended day for their academic, cultural and social enrichment.

Dewey was established as an experimental school where innovative programs could be developed, piloted and then adopted by other schools. Our Extended Day Program allows for modular scheduling which provides each student with independent study time during the day. Independent study enables students to have the opportunity during the school day, when they are not assigned to a class, to reflect about the work they are doing, in an alternative environment. Students take the initiative to visit whichever Resource Center they feel they need at any point during their "unassigned" time. Overall, this type of environment demonstrates the ultimate student-centered setting with greater personalized teacher-student interactions, where students ask the questions, not the teachers.

The result of careful planning is a program that focuses on preparing students for the New York State and New York City Standards and assessments through innovative instructional strategies, which focus on project-based learning and performance-based assessments. The school prides itself on the diversity of challenging course offerings that prepare students for advanced study and a variety of careers. Our classrooms have been transformed into standards-based learning environments. At the start of each course, students are given "Keys to Mastery" which set the expectations for success in that course. Students with special needs are given the extra resources to help them to achieve success in meeting the state standards. These resources include additional classroom time, Resource Centers, after school tutorials and stretch courses. As a result of these efforts, our school ranks among the top schools in the borough in percentage of students passing the state assessments.

One of the key components of our school program is the Dewey Independent Study Kit (DISK). These independent study activities allow students to work at their own pace within the cycle in completing studies to earn credit for advanced standing or to make-up credits for failed classes. Students who are successful receive independent study credit. A DISK Coordinator in each subject area monitors the progress of the program.

John Dewey High School caters to student needs by striving for academic and social growth for our students. We offer an array of extracurricular activities. Our active Student Organization Executive Board plans and manages social events that provide opportunities for social enrichment among

Dewey's demographics. The established and intricate Organization is comprised of ten elected members who are divided under five positions. These include Three Member Council, Consultative Council, Secretary, Treasury, and Public Relations. In addition, there are two appointed students who are voting members of the School Leadership Team.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile										
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)										
SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	John Dewey High School									
District:	21	DBN:	21K540	School BEDS Code:	332100011540					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Attendance - % of days students attended:						
Pre-K	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Kindergarten	0	0	0				83.8	87.1	TBD	
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 3	0	0	0				96.8	94.4	TBD	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:						
Grade 5	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 6	0	0	0				37.6	38.6	45.0	
Grade 7	0	0	0	Students in Temporary Housing - Total Number:						
Grade 8	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 9	1317	1199	1010				11	42	TBD	
Grade 10	931	937	889	Recent Immigrants - Total Number:						
Grade 11	545	413	497	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 12	421	422	358				114	110	60	
Ungraded	2	1	2							
Total	3216	2972	2756							
Special Education Enrollment: <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Suspensions (OSYD Reporting) - Total Number:						
# in Self-Contained Classes	165	151	111	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
# in Collaborative Team Teaching (CTT) Classes	55	61	76				285	198	TBD	
Number all others	106	90	77				44	28	TBD	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
							CTE Program Participants	N/A	778	0
							Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: <i>(BESIS Survey)</i> <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	119	140	181	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
# in Dual Lang. Programs	0	0	0				155	154	TBD	
# receiving ESL services only	282	248	274							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	12	15	37	Number of Administrators and Other Professionals	49	48	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	1	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	242	260	TBD	% fully licensed & permanently assigned to this school	98.8	99.4	TBD
				% more than 2 years teaching in this school	86.3	83.1	TBD
				% more than 5 years teaching anywhere	75.2	78.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	91.0	91.0	TBD
American Indian or Alaska Native	0.2	0.5	0.4		90.4	89.9	TBD
Black or African American	29.9	30.6	32.2				
Hispanic or Latino	20.8	20.8	20.1				
Asian or Native Hawaiian/Other Pacific Isl.	32.9	33.4	33.9				
White	16.1	14.6	13.2				
Male	47.7	47.0	47.7				
Female	52.3	53.0	52.3				

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)					
	Title I Targeted Assistance					
	Non-Title I					
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10		
				√		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	If yes, area(s) of SURR identification:				
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:					
	Phase		Category		
	In Good Standing (IGS)		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year 1				√
	Corrective Action (CA) – Year 2				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:	
Elementary/Middle Level	Secondary Level
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: √

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				√sh	X	√	61
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				√sh	X		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				X	X		
Multiracial				-	-	-	
Students with Disabilities				X	X		
Limited English Proficient				X	√		
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	C	Overall Evaluation:	▶
Overall Score:	44.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	▶
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	10.3	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	24.5		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	3		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ▶ = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding

NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Performance Data Trends

- Our 4-year Cohort Graduation Rate (Cohort 'L') through June 2010 was 63.98% (334/522) and through August 2010 was 69.54% (363/522). This represented a +13% increase over the previous two years.
- Our 4-year college entrance rate for Fall 2010 was 60.51% and our 2-year college entrance rate for Fall 2010 was 29.82%.
- Since the 2007-2008 school year, year 1 students earning 10+ credits has increased 21.0% to 66.9%, year 2 students increased 19.5% to 63.9%, and year 3 students increased 16.2% to 67.4%.
- Over the same two year period the lowest third of the population earning 10+ credits in year 1 increased 26.8% to 47.9%, in year 2 increased 22.9% to 45.4%, and in year 3 increased 17.4% to 47.0%.
- According to the 2009-2010 NYSED Differentiated Accountability Report we failed to make AYP in ELA in the following sub-groups: Black or African American, White, SWD, LEP and Economically Disadvantaged. We failed to make AYP in Mathematics for All Students and in the following sub-groups: Black or African American, White and SWD. Each sub-group had a lower than average attendance rate and a higher number of LTAs as contributing factors to the cause of this identification. Attendance for these sub-groups declines between grades 9 and 12, therefore, these students do not progress to the next grade levels. These sub-groups also compose a higher than average Level 1 and Level 2 students in ELA and Mathematics upon entering high school.

Demographics & Accountability Data Trends

- Our Instructional Support Services (ISS) population remained steady at approximately 10% and our English Language Learners (ELL) population increased 5.4% to 19% since the 2007-2008 school year.
- Over the same two year period our daily attendance increased 5.3% to 89.0%
- Students identified as Free (or Reduced) Lunch Eligible (Title I) increased 16% to 61% over the same time period.

We collect a wide range of useful data and produce interim reports on student performance, reviewed by school leaders and staff, at Professional Learning Community meetings at regular intervals eight times a year and use this data as an opportunity to determine class placement, align curricula and modify curriculum maps and calendars of lessons. We examine scholarship reports and make decisions about course offerings, teacher/course matches and placement of courses throughout the school day. We compare progress and performance studies with Peer Horizons schools and similar, traditional large comprehensive high schools in our neighborhood and in the borough.

The School Data Inquiry Team reviews NYS Accountability Reports and uses ARIS data tools to help identify the deficiencies of our Graduation Rate and in our sub-groups performance in ELA and Mathematics and shares information with the departments and various school committees in order to help provide intervention services to attain success.

Academic data are shared with members of each department, as well as at cabinet meetings, faculty meetings and SLT meetings. During departmental conferences and professional development sessions, teachers are grouped in order to discuss, interpret and disaggregate the data. Using all available information, teachers examine their classes and individual student achievement data and compare them to the data for their discipline and the school as a whole. Item analyses are used to identify specific instructional needs of individual students and to establish preliminary groups for academic intervention services. Working groups record their findings and the department conferences end with each group sharing its results.

We identify students in the Cohort from the RCOS Report and contact the teachers of ELA, ELL, ISS and Mathematics to determine the students' status and potential success on the ELA and Mathematics Regents examinations. With assistance from our Guidance Department, the students are notified of the need to take the Regents examinations, by parent contact letter in English and in the major native languages, Global Connect web-based message system and personal contact by the Guidance Counselors and the Assistant Principals of English, Second Languages, Instructional Support Services and Mathematics. Students are placed in Regents Review or English Seminar classes in order to provide academic support.

Professional Learning Communities emerged based upon teacher needs assessment, and NYS Accountability and NYC planning documents. These teams meet weekly and have developed learning goals in common subject areas. They examine student work and develop strategies to address the needs they are focusing on.

Challenges and Strengths

One of the most significant challenges to our school's success is the need to improve student attendance. Though we are a large comprehensive high school, we do not have a full time Attendance teacher. Attendance also affects our 9th grade students, primarily through cutting. A consequence of cutting is often inappropriate use of Independent Study bands, which is a reflection of not understanding their role and responsibility in their own education. Another barrier to our school's improvement is the large number of incoming 9th grade students, as well as over-the-counter (OTC) students in the ELL population who score at a level 1 on the LAB-R examination, as well as the NYSESLAT examination. In addition, many of our incoming ELL students, as well as incoming students in the general education population, are over-age.

A most important strength contributing toward our school's improvement is our Extended Day program. During this year, we have strengthened our RCs with prescriptive Independent Study projects for those students who may be deficient in particular concepts within a subject area. The flexibility of our daily schedule has allowed us to link Cycles 1 and 2 together during the Fall and Cycles 3 and 4 together during the Spring to create more fluidity, better rapport and interaction

between teacher and student and continuity of instruction between the staff and the students in a given course. We also have been able to address the needs of targeted students recommended by teachers and/or guidance counselors through PLATO Learning Systems web-based Credit Recovery Program and through Title I funded PM School and Saturday Academy.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1: Related To Student Support:

- A. By the end of the 2010-2011 school year, the 4-year Cohort graduation rate will increase to 72%.
- B. By the end of the 2010-2011 school year, 75% of our in-coming 9th grade students will earn 10 or more credits.
- C. By the end of the 2010-2011 school year, 30% of our students will participate and gain credit through Credit Recovery programs (PM School, Saturday Academies, DISKS, Resource Center Prescription Packets, PLATO Learning Systems).
- D. By the end of the 2010-2011 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 2% on their respective Regents examinations.

Goal #2: Related To Student Achievement for Select Populations:

- A. By the end of the 2010-2011 school year, the number of 9th grade Level 1 (and low Level 2) students who accumulate 2 credits in ELA and 2 credits in Mathematics will increase by 2% through additional academic and guidance support.
- B. By the end of the 2010-2011 school year, Instructional Support Services students who are scheduled to take Regents exams will receive additional support in order to increase the passing percentage to make AYP on their respective Regents examinations in their Cohort.
- C. By the end of the 2010-2011 school year, English Language Learner students who are scheduled to take Regents exams will receive additional support in order to increase the passing percentage to make AYP on their respective Regents examinations in their Cohort.

Goal #3: Related To Enriched Instructional Programs:

- A. By the end of the 2010-2011 school year, students registered in Advanced Placement classes will receive additional support in order to increase the passing rate of 3 or higher by 5% on their respective Advanced Placement examinations.
- B. By the end of the 2010-2011 school year, an additional 100 students will participate in College Readiness and Career Exploration Pathways.

Goal #4: Related To Parent Involvement:

- A. By the end of the 2010-2011 school year, participation by parents for John Dewey High School sponsored activities, Parents Association events and PAC workshops will increase by 5%.

With this in mind, John Dewey High School is committed to provide excellent and rewarding educational opportunities for ALL students, and to maintain an environment that helps to nurture our students enabling them to reach their highest potential and to infuse the skills, knowledge and attitude to become a productive member of the community and of society.

These strategies include:

The design and implementation of rigorous, quality learning activities that improve teaching and the academic progress and achievement of ALL students, as measured by New York State assessments.

The design and implementation of strategies that strengthen community relations and encourage confidence in the school community through increased awareness of school activities.

The design and implementation of programs that promote safety and security during the school day and for after-school activities.

SECTION VI: ACTION PLAN (GOAL 1A)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

Student Support / Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, the 4-year Cohort graduation rate will increase to 72%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Contact parents regarding student attendance and performance using Global Connect message system, home visits by the attendance teacher, telephone calls by guidance counselors and attendance office support staff. • Schedule weekly Guidance Advisory bands for additional at-risk populations to our identified Hispanic group and PID 9th graders. • Promote the Dewey Independent Study Kits (DISK) program to make advancement or remediation for coursework. • Evaluate Regents Cohort data to make sure that students are programmed for appropriate courses and take the Regents exams in a timely manner in order to increase the number of graduates within a four-year period. • Use Academic Intervention Services, such as after-school or Independent Study Credit Recovery Programs, if funding permits, for students who have not been successful in completing Regents requirements. • Focus School Data Inquiry Team efforts for the 4th and 5th year students and the goal for credit accumulation and graduation for each Cohort year. • Identify students in this cohort who are not on track and special attention will be paid to see that these students accumulate credits. • Use this data to set interim goals to accelerate learning and credit accumulation. • Pay particular attention to students who are lacking in either a Regents area or a Physical Education class. • Work closely with parents and guidance staff in order to achieve success.

- Make more frequent school-to-home contact by using Bilingual and ESL staff and translation services to better communicate with non-English speaking parents.
- Monitor attendance and credit accumulation using ARIS and ATS systems.
- Conduct attendance Intervention--guidance counselors and attendance teacher to reach out to parents to insure student attendance at school.
- Have students meet with guidance staff regularly to make certain that students are on track.
- Hold parent sessions to review graduation requirements.
- Conduct Guidance counselor classroom lessons to increase student awareness of graduation requirements.
- Organize motivational assemblies for students focusing on skill building and self-esteem.
- Review graduation requirements at faculty meetings twice each year.
- Attend Network workshops that focus on identification of learning disabilities, emotional and behavioral problems, study skills, career and college planning, bullying, gang activities and turn-key information at Department Meetings and Faculty Conferences.
- Provide support with ESL and Bilingual counselors meeting with students in the classroom to explain graduation requirements.
- Meet with students regularly to insure appropriate placement in classes and conduct college and career planning.
- Meet with students at least twice annually to discuss requirements for graduation, review progress and counsel for personal issues as well as college and career choices.
- Prepare individualized academic action plan and goals for all students. Plan is revised mid-year to allow for credit recovery and other academic interventions.
- Implement PM School and Saturday Academy programs to provide students with an opportunity to increase the number of credits earned.
- Use ARIS System to conduct student credit checks (credits and Regents exams) each cycle.
- Review Graduate Candidate list each cycle.
- Improve articulation with feeder JHS/IS schools.
- Conduct Open House for prospective students and parents.
- Participate in borough High School Fair.
- Attend feeder school high school nights and fairs.
- Revise school brochure and department brochures to reflect changes in curricula and programs.

<p>Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.</p>	<p align="center">SECTION VI: ACTION PLAN (GOAL 1B)</p> <p>Target Population: All students, grades 9 – 12</p> <p>Responsible Staff Members: Principal, Assistant Principal, Guidance Counselors, Assistant Principals Supervisor, Teachers, Parent Coordinator.</p> <p>Implementation Timeline: September 2010 through June 2011, daily</p>
<p>Subject/Area (where relevant): Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p align="center">Student Support Ninth Grade Small Learning Academies</p> <p>TL Fair Student Funding, ARRA (Title I SWP), CLE and other NYSSYL \$ 22,000 for PLATO Independent Study Guided Software</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2010-2011 school year, 75% of our in-coming 9th grade students will earn 10 or more credits.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions, Strategies, Activities:</p> <p>Use ARIS to conduct student credit checks (credits and Regents exams) each cycle</p> <ul style="list-style-type: none"> • Structure our in-coming 9th grade students into Small Learning Academies (“Clusters”), each with 120-150 students to be served by dedicated Guidance Counselors, Assistant Principals and Teachers. • Use NY Start to monitor Cohort group’s performance. • Set-up “clusters” by OFCL with planned activities scheduled during each cycle • Annualize in-coming 9th grade programs across the board • Isolate populations of 9th grade classes (separate “in-coming 9th grade and “hold-over” 9th grade sections). • Strengthen student and parent communication to stress academic and graduation requirements and provide constant information to parents • Program in-coming 9th graders for eight academic classes and schedule for B → J or C → K to restrict Independent Study bands to before or after their school day. • Program Physical Education sections to dove-tail with Science Lab sections. • Schedule Lunch into students’ programs. • Re-vamp 9th grade English (Writers’ World, Novel, Voice & Diction, Short Story) or establish English 1 and English 2 course offerings. • Provide a skills-based credit-bearing Writing class with a strong guidance and support component. • Provide professional development for staff using our UFT Teacher Center. • Sponsor a weekly (or monthly) Academy Newsletter to improve communication with students.

	<ul style="list-style-type: none"> • Recruit and select the more structured and nurturing teachers for these students. • Re-emphasize the need to incorporate a strong guidance and support service component. • Integrate an inter-disciplinary Humanities approach (English and Social Studies classes) within the Academy. • Re-design 9th grade Exploratory Physical Education classes. • Increase Credit Recovery opportunities for our 9th grade students, when applicable, through PM School, Saturday School for ELLs, PLATO Systems, etc. • Explore available Professional Development opportunities for staff to learn particular learning strategies and emotional needs development to provide necessary support at this time of transition. • Build in Common Planning Time (CPT) into Academy teachers' programs. • Contact parents regarding student attendance and performance using Global Connect message system, home visits by the attendance teacher, telephone calls by guidance counselors and attendance office support staff. <p><u>Target Population:</u> All in-coming students, grade 9</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals, Guidance Counselors, Teachers, Parent Coordinator</p> <p><u>Implementation Timeline:</u> September 2010 through June 2011, daily</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), C4E allocation, Title III LEP</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Conduct Academy team meetings to discuss and review student performance and attendance data.

Use ARIS to conduct student credit checks each cycle.

Use ATS Reports to identify students with attendance difficulties.

Print and distribute Daily Attendance Reports to each Academy to reduce cutting.

SECTION VI: ACTION PLAN (GOAL 1C)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Support / PM School and Saturday Academies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, 30% of our students will participate and gain credit through Credit Recovery programs (PM School, Saturday Academies, DISKS, Resource Center Prescription Packets, PLATO Learning Systems).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Offer credit accumulation courses for students who are at-risk and in danger of not meeting graduation requirements consistent with their cohort group is key to the implementation of this program. • Assist and support students to complete their high school education within their graduation cohort year. • Schedule English, Math, Science, Social Studies and Physical Education as the course offerings. • The inclusion of a guidance counselor on staff will insure outreach to parents concerning their child’s progress as well as meeting with students to provide support both academically and emotionally. • Regents support classes for students who have failed several Regents examinations and/or are at risk of failing Regents exams. • ELL classes, either inclusionary, or as stand-alone, or provide needed assistance for this target subgroup. • Inclusion classes to accommodate Instructional Support Service (ISS) students. • These classes will work to move 9th and 10th graders on to their next grades. • These classes will be used to help maintain 11th and 12th graders on their track to graduation in 4 years. • Service overage and under credited students. • Service ELLs who may not be eligible to sit for Regents Examinations. • Reflect program schedule on their day school program cards and report cards.

	<ul style="list-style-type: none"> • Increase accountability of the students and allow for follow-up by the students day school guidance counselor. • Make parental contact and provide daily follow-up on attendance issues and individual assistance, as needed. • Conduct Professional Development by trained staff from within our school, devoted to instructional strategies at the beginning of the “term”. • Contact parents regarding student attendance and performance using Global Connect message system, home visits by the attendance teacher, telephone calls by guidance counselors and attendance office support staff. <p><u>Target Population:</u> All AIS students, grades 9 – 12</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principal – PPS, Guidance Counselors, Assistant Principals-Supervision, Teachers, Parent Coordinator</p> <p><u>Implementation Timeline:</u> September 2010 through June 2011, daily</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), Title III LEP, C4E allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Conduct Academy cluster team meetings to discuss and review student performance and attendance data. Use ARIS to conduct student credit checks each cycle. Print and distribute Daily Attendance Reports to each Academy to reduce cutting.</p>

SECTION VI: ACTION PLAN (GOAL 1D)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Student Support / ELA, Mathematics, Science, Social Studies, Foreign Languages

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 2% on their respective Regents examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Allocate thirty minutes per session per day to Resource Center (RC) and to the Universal Independent Study Center. • Increase utilization and effectiveness of Resource Centers. • Increase effectiveness of the Dewey Independent Study Kits (DISK) program. • Focus School Data Inquiry Team efforts for the 4th and 5th year students and the goal for credit accumulation and graduation for each Cohort year. • Identify students in need and use data to set annual and interim goals for these subgroups. • Analyze data to supply additional support and set differentiated goals to accelerate learning and set them on path to mastery and reaching their potentials. • Provide after-school tutoring to prepare students for Regents exams. • Contact parents regarding student attendance and performance using Global Connect message system, home visits by the attendance teacher, telephone calls by guidance counselors and attendance office support staff. • Schedule small group instruction sessions (through Circular-6) for students scoring between 55% and 64% on previous Regents examinations. • Improve achievement through standards-based, data-driven and student-centered instruction. • Administer the Acuity Assessment exams in ELA, Mathematics and ESL and review the data to better address the instructional needs of our students. • Improve articulation and interdisciplinary efforts between departments.

- Incorporate Principles of Learning in daily lessons.
- Involve teachers in workshops and discussions regarding formative and summative assessment strategies.
- Focus department meetings/professional topics to include Learning/Performance Standards, data analysis, formative and summative assessments and sharing of best practices.
- Provide professional development for staff using our UFT Teacher Center.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Incorporate differentiated instruction strategies into classrooms lessons.
- Design technology-based lessons that engage students in real-life simulated activities.
- Increase computer room usage for all subject area departments.
- Increase use of technology in all subject area classrooms.
- Create technology-centered projects that include PowerPoint presentations.
- Offer Regents Seminar classes to low-performing students on an as-needed basis for ELA Regents exam preparation.
- Develop more engaging student-centered lessons that incorporate strategies for enhancing students' questioning ability from low level to high level critical thinking.
- Encourage and promote Professional Development workshops and conferences.
- Maintain and intensify parental outreach (*letters, conferences, e-mails, telephone calls*) to inform parents of student progress in classes.
- Incorporate more performance-based student projects in all subject areas.
- Increase articulation with guidance staff in regard to identifying and programming low-performing students.
- Increase collaboration between subject area and Instructional Support Services Department regarding curriculum, support services, student needs, etc.
- Expand Collaborative Team-Teaching (CCT) classes in all subject areas.
- Use Pupil Personnel Support Team (PPT) to identify academically low-performing students and prescribe intervention strategies.
- Develop more advanced interactive, hands-on, inquiry-based laboratory experiences for all science courses.
- Use graphic organizers to organize data and information.
- Use bulletin boards as vehicles for displaying exemplary student work.
- Use item analysis data from Regents examinations to develop strategies for improving instruction.
- Encourage teacher inter-visitation program as a means of developing Best Practices and alternative strategies.

	<ul style="list-style-type: none"> • Identify the Level 1 ELA students in Regents Prep classes, monitor their progress and achievement, and provide additional AIS services for these students, such as small-group instruction, if warranted. • Continue to use Regents-style multiple choice, DBQ and Thematic Essay questions in Social Studies classes. • Develop test-taking strategies to improve student performance on classroom and Regents examinations. • Design model-writing tasks on Regents topics from basic to Regents level. • Train staff through Professional Development in strategies and methodologies for the use of scoring rubrics. • Facilitate oral proficiency in Foreign Languages through classroom use of audio equipment. • Provide tutoring for all students taking Regents examinations, including ELLs. • Encourage subject area teachers to assign projects that require research and library use. • Encourage all teachers to schedule library lessons in conjunction with those assignments. • Use department meetings to encourage library use and to determine what books and materials should be ordered to best suit the curriculum and performance standards. • Incorporate a library section of the school website to improve school, parent and community awareness of library resources and activities. • Encourage overall student independence in research and library skills. <p><u>Target Population:</u> All students in grades 9 through 12 taking Regents examinations</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals-Supervision (ELA, Mathematic, Science, Social Studies, Foreign Languages), Assistant Principal-PPS, Assistant Principal-ISS, respective Subject Area Teachers, Guidance Counselors, Librarians</p> <p><u>Implementation Timeline:</u> December 2009 prior to January 2010 examinations and May 2010 prior to June 2010 Regents examinations.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	TL Fair Student Funding, ARRA (Title I – SWP), Title III LEP, C4E allocation 400 Teacher per session hours for tutoring

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

ELA and Mathematics Departments will administer Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive.
All subject area departments administering Regents examinations will analyze Scholarship Reports (grades) twice each cycle (mid-cycle and end-cycle).

- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Update Literacy and Numeracy Libraries with Core Curriculum and ancillary materials.
- Meet as a Literacy Committee to review student grades, discuss student progress and develop a plan to address individual student needs.
- Schedule and promote after-school tutoring sessions.
- Establish a guidance class for grade 9 students to address study skills and monitor student progress.
- Integrate sequences to prepare students for the Integrated Algebra Regents Exam.
- Program additional ½ to full band classes to struggling math learners.
- Create bulletin boards and displays to advertise library resources and increase student use.
- Encourage teachers to assign projects that require research and library use.
- Encourage all teachers to schedule library lessons in conjunction with those assignments.
- Use department meetings to encourage library use and to determine what books and materials should be ordered to best suit the curriculum and performance standards.
- Encourage overall student independence in research and library skills.
- ELA and Mathematics Departments will administer five Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive.
- All subject area departments will analyze Scholarship Reports (grades) twice each cycle.
- Conduct monthly cluster team meetings to discuss and review student performance and progress.
- These interim assessments and grade reviews will enable us to make necessary adjustments to attain our goal.
- Collaborate during scheduled Professional Learning Communities meetings to discuss ARIS data and appropriate strategies and interventions to assist our at-risk groups.
- Maintain frequent contact with parents (both deficiency and congratulatory up dates).
- Create bulletin board displays to acknowledge and celebrate attendance and achievement.
- Conduct periodic celebratory mini-assemblies to foster self-esteem and to acknowledge and reward students for commendable achievement in various areas.

Target Population:

Level 1 (and low Level 2) 8th grade ELA and Math scores for General Education students

	<p><u>Responsible Staff Members:</u> Assistant Principal English, Assistant Principal Mathematics, Assistant Principal - PPS, Assistant Principals-Supervision, Literacy Teachers, Mathematics Teachers, Guidance Counselors</p> <p><u>Implementation Timeline:</u> Double-band ELA classes meet daily, September 2010 through June 2011 Single band Math classes (reduced class size) meet weekly, September 2010 through June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), C4E allocation NYSTL \$2000 for renewal books for Literacy Library OTPS \$1,000 for instructional materials Professional Development for staff</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELA and Mathematics Departments will administer five Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive. All subject area departments will analyze Scholarship Reports (grades) twice each cycle. Conduct monthly cluster team meetings to discuss and review student performance and progress. These interim assessments and grade reviews will enable us to make necessary adjustments to attain our goal.</p>

SECTION VI: ACTION PLAN (GOAL 2B)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____ **Select Populations / Instructional Support Services**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, Instructional Support Services students who are scheduled to take Regents exams will receive additional support in order to increase the passing percentage to make AYP on their respective Regents examinations in their Cohort.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Allocate thirty minutes per session per day to Resource Center (RC) and to the Universal Independent Study Center. • Increase utilization and effectiveness of Resource Centers. • Increase effectiveness of the Dewey Independent Study Kits (DISK) program. • Contact parents regarding student attendance and performance using Global Connect message system, home visits by the attendance teacher, telephone calls by guidance counselors and attendance office support staff. • Review and modify curriculum to incorporate student-centered strategies, alternative teaching and assessment strategies based on learning performance. • Provide after school tutoring for ELL students needing extra help in courses culminating in Regents exams for students needing to develop language skills. • Increase number of collaborative team teaching classes. • Review Instructional Support Services Resource Center in providing additional support to students with IEPs. • Administer the Acuity Assessment exams in ELA and Mathematics and review the data to better address the instructional needs of our ISS students. • Provide or identify Professional Development for collaborative team teachers. • Provide professional development for staff using our UFT Teacher Center. • Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.

- Assign common prep time for Team Teachers.
- Provide Professional Development for teachers in Rewards Reading Program.
- Implement Rewards Reading Program for students with Level 1 and below reading skills.
- Use individualized Reading Labs in all Instructional Support Services classrooms.
- Encourage teachers to assign projects that require research and library use.
- Encourage all teachers to schedule library lessons in conjunction with those assignments.
- Use department meetings to encourage library use and to determine what books and materials should be ordered to best suit the curriculum and performance standards.
- Encourage overall student independence in research and library skills.
- ELA and Mathematics Departments will administer five Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive.
- All subject area departments administering Regents examinations will analyze Scholarship Reports (grades) twice each cycle with ISS teachers.
- Review of student progress goals on Individualized Education Plan (IEP) twice each cycle.
- Conduct weekly cluster team meetings to discuss and review student performance and progress. These interim assessments, grade reviews and IEP target goals will enable us to make necessary adjustments to attain our goal.
- For Incoming Ninth Graders:
 - Conduct weekly PLC meetings to discuss student progress to develop a plan to address individual student's needs.
 - Block incoming 9th grade (SC/CTT/SETSS) students for core classes to facilitate continuity and personalization between teachers, students and guidance counselors.
 - Push in counseling services and guidance lessons.
 - Collaboration on curriculum mapping
 - Peer support
 - Special events/trips
 - Parent Meetings
- For Credit Recovery:
 - Implement Credit Recovery in all subject areas.
 - Conduct weekly PLC team meetings to identify students and their credit needs, to discuss student progress and to develop a plan to address individual student needs.
 - Block ISS Credit Recovery students with core courses, physical education and DISK to facilitate continuity and personalization between teachers, students and

<p>Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SUPP, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.</p> <p>Subject/Area (where relevant): _____</p>	<p align="center">SECTION VI: ACTION PLAN (GOAL 2C)</p> <p align="center">Guidance Counselors</p> <ul style="list-style-type: none"> o Push in counseling services and guidance lessons. o Students are interviewed and work closely with related service counselors to ensure their success. o Create check-in with a peer support. o Collaboration on curriculum mapping o Special events/trips <p>Target Population/Select Populations / English Language Learners All Instructional Support Service students (those with IEPs) in grades 9 through 12 taking Regents examinations.</p>
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, English Language Learner students who are scheduled to take Regents exams will receive additional support in order to increase the passing percentage to make AYP on their respective Regents examinations in their cohort.</p> <p>Students in grade 9 with IEPs who are below the 3rd grade reading level (for Wilson Reading Program).</p> <p>Responsible Staff Members:</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Principal, Assistant Principals, Instructional Support Services, Assistant Principals-Supervision, Instructional Support Services Teachers, General Education Teachers</p> <ul style="list-style-type: none"> • Allocate forty minutes per session per day to Resource Center (RC) and to the Universal Independent Study Center. <p>Implementation Timeline: September 2010 through June 2011, daily</p> <ul style="list-style-type: none"> • Increase utilization and effectiveness of Resource Centers. • Increase effectiveness of the Dewey Independent Study Kits (DISK) program. • Maximize immersion in English through the implementation of the Language Allocation Policy in ELA, Science, and Social Studies. <p>TL Fair Budget in ELA, Science, and Social Studies (Title I – SWP), IDEA ARRA CTT, Title III LEP, C4E allocation</p> <p>Professional Development Activities</p> <ul style="list-style-type: none"> • Conduct the annual assessment exams in ELA and Mathematics and review the data to better address the needs of our English Language Learner (ELL) <p>100 Teacher salaries for professional development</p> <p>NYSTL \$2,000.</p> <ul style="list-style-type: none"> • Provide professional development for staff using our UFT Teacher Center. • Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans. <p>• Program all ELLs in ESL/ELA courses in accordance with Part 154 LEP mandates</p> <p>• ELA and Mathematics Departments will administer five Accuracy Tests and analyze data upon completion of each program. ELLs in after school and Saturday instruction through Title III</p> <p>• Recruit and program ELLs in after school and Saturday instruction through Title III</p> <p>• All subject area departments administering Regents examinations will analyze Scholarship Reports (grades) to be strategies and student-centered activities in the ESL and ESL content Review of student progress goals on Individualized Education Plan (IEP) twice each cycle.</p> <p>• Conduct Title III After School Instructional Support Services Transition for ELA, Math and Science and Social Studies.</p> <p>• Provide Title III After School Instructional Support Services Transition for ELA, Math and Science and Social Studies.</p> <p>• These in-classroom professional development for content area will enable us to implement ESL necessary adjustments to methodology in subject-area classes, with emphasis on core strategies and methodology.</p>

vocabulary for Regents classes and Examinations.

- Implement the QTEL scaffolding techniques in ESL/NLA classes to help ELLs activate prior knowledge, make connections to current learning, reflect on the learning process and apply what they learn in new contexts.
- Implement differentiated instruction in the ESL/NLA classroom with special emphasis on the development of the language skills of listening, speaking, reading and writing.
- Incorporate content-area subject matter into NLA instruction.
- Conduct Bilingual and ELL assemblies (with Guidance staff as translators) to communicate information about graduation requirements, up-coming assessments, Title III Programs being offered.
- Conduct “Welcome Luncheons” for newly-arrived students, to introduce them to Dewey Staff and peer tutors, and to prepare them for Regents classes and examinations.
- Provide out-of-class excursions on Saturdays to familiarize ELLs with American culture.
- Host Parent Information and Parent Involvement evenings to make outreach to ELL Parents.
- Implementation of computer-assisted instruction.
- Deliver individualized instruction outside of the ESL classroom, in addition to the Tax Levy class.
- Review permanent records by NYSESLAT/LAB-R Coordinator.
- Reduce register in the beginning and intermediate Tax Levy classes.
- Place ELLs with special needs in appropriate computer classes.
- Align Chinese Native Language Arts classes with NYED Standards and the Language Allocation Policy.
- Contact parents regarding student attendance and performance using Global Connect message system (in various languages), telephone calls by guidance counselors and attendance office support staff.
- Create bulletin boards and displays to showcase progress and achievements of ELL students.
- Encourage teachers to assign projects that require research and library use in conjunction with those assignments.
- Use department meetings to encourage library use and to determine what books and materials should be ordered to best suit the curriculum and performance standards.
- ELA and Mathematics Departments will administer five Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive.
- Will administer ESL Periodic Assessment for NYSESLAT in Fall and Spring, and will analyze data upon completion of each exam.
- All subject area departments administering Regents examinations will analyze

	<p>Scholarship Reports (grades) twice each cycle.</p> <ul style="list-style-type: none"> • Review the results of the NYSESLAT and analyze data. • Conduct monthly cluster team meetings to discuss and review student performance and progress. <p><u>Target Population:</u> All English Language Learner (Bilingual and ESL) students in grades 9 through 12 taking Regents examinations.</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals-Supervision (Foreign Languages/ESL, ELA, Mathematics, Science, Social Studies), NYSESLAT/ LAB-R Coordinator, Bilingual/ESL Teachers, respective Subject Area Teachers, Guidance Counselors, Language Allocation Policy Team.</p> <p><u>Implementation Timeline:</u> August 31, 2009 through September 2, 2009 (review of permanent records). September 2010 through June 2011, daily. Title III Saturday Program (November 2009 through June 2010).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), Title III LEP, C4E allocation 10 per session hours for LAB-R/BESIS Coordinator — August 31, 2010 through September 2, 2010. NYSTL \$1,000 for the purchase of Bilingual Chinese and Haitian-Creole titles for classroom and school library use. OTPS = \$2,000 for classroom materials and supplies. 50 hours teacher per session for tutoring for subject area Regents exams. <u>Title III Saturday Academy Program, Extended Day and Parent Outreach</u> 1059 Teacher per session hours 20 Guidance Counselor per session hours 85 Supervisory per session hours 60 Secretary per session hours \$15,000 for instructional supplies, snacks for after school & lunch, trips and transportation passes</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure;</i></p>	<p>ELA and Mathematics Departments will administer five Acuity Tests and analyze data upon completion of each ITA or Regents Pre-predictive. All subject area departments administering Regents examinations will analyze Scholarship Reports (grades) twice each cycle.</p>

<i>projected gains</i>	Review the results of the NYSESLAT and NYSESLAT Field Test (in Spring 2010) examinations. Conduct monthly cluster team meetings to discuss and review student performance and progress. These interim assessments and grade reviews will enable us to make necessary adjustments to attain our goal.
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SECTION VI: ACTION PLAN (GOAL 3A)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Enriched Instructional Programs / ELA, Mathematics, Science, Social Studies, Foreign Languages

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, students will receive additional support in Advanced Placement classes in order to increase the passing rate of 3 or higher by 5% on respective Advanced Placement examinations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Allocate thirty minutes per session per day to Resource Center (RC) and to the Universal Independent Study Center. • Increase utilization and effectiveness of Resource Centers. • Provide opportunities for under-represented groups in the Advanced Placement program to better reflect the diversity of our student population. • Provide tutoring to prepare students for Advanced Placement (AP) exams. • Improve achievement through standards-based, data-driven and student-centered instruction. • Improve articulation and interdisciplinary efforts with other departments. • Develop more engaging student-centered lessons that incorporate strategies for enhancing students’ questioning ability. • Incorporate differentiated instruction strategies into classrooms lessons. • Involve teachers in workshops/discussions regarding alternative teaching and formative and summative assessment strategies. • Provide professional development for staff using our UFT Teacher Center. • Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans. • Incorporate more performance-based student projects. • Register teachers and administrators to attend AP Institute professional development sessions.

- Encourage the sharing of best practice methodologies and strategies among other Advanced Placement course teachers within the same subject area.
- Continue outreach to parents (*letters, telephone calls, e-mails, conferences*) to inform parents of student progress in classes.
- Encourage and promote Professional Development AP workshops and conferences.
- Develop more advanced interactive, hands-on, inquiry-based laboratory experiences for all Advanced Placement courses.
- Develop test-taking strategies to improve student performance on classroom and Advanced Placement examinations.
- Provide the Advanced Placement courses with the equipment needed to upgrade the quality of laboratory investigations conducted in class (e.g. biotechnology equipment to conduct gel-electrophoresis).
- Share Best Practice methodologies with other A.P. teachers throughout the region.
- Develop partnerships with formal and informal institutions located in the city (Metropolitan Museum of Art, MOMA, the Cloisters, the Guggenheim and The Brooklyn Museum) to procure instructional materials and provide resources to enhance the curriculum.
- Incorporate PowerPoint and slide presentations into an interdisciplinary program with the Social Studies, Art/Technology, English and Business Education departments.
- Involve students in a variety of field trips to museums and architectural buildings that exemplify the diversity of styles around the city.
- Use a variety of websites to enhance instruction, including the Prentice Hall website that provides students with access to nearly 1,000 art history slides, as well as, United Streaming, Wide Angle and Ed Video which provides video clips to be used in daily lessons.
- Train staff through Professional Development in strategies and methodologies for the use of scoring rubrics.
- Encourage subject area teachers to assign projects that require research and library use.
- Contact parents regarding student attendance and performance using Global Connect message system, telephone calls by guidance counselors and attendance office support staff.

Target Population:

All students in grades 10 through 12 taking Advanced Placement examinations

Responsible Staff Members:

Principal, Assistant Principals-Supervision, respective Subject Area Teachers, Guidance

	<p>Counselors, Librarians</p> <p><u>Implementation Timeline:</u> April 2010 prior to May 2010 Advanced Placement examinations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), 100 per session hours for tutoring, OTPS \$4,000 for equipment and instructional supplies, C4E allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All subject area departments administering Advanced Placement examinations will analyze Scholarship Reports (grades) twice each cycle.</p>

SECTION VI: ACTION PLAN (GOAL 3B)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Enriched Instructional Programs / College Readiness and Career Exploration

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of 2010-2011 an additional 100 students will participate in College Readiness and Career Exploration Pathway choices.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <p align="center">Career Exploration Pathways</p> <ul style="list-style-type: none"> • Develop additional internship opportunities tied to existing institutes in order to provide hands-on career opportunities to 130 students. • Articulate with the private sector and institutions to develop internships related to existing Institutes. • Continue to upgrade technology resources and provide support for staff in its use. • Order additional computers and software for library, classroom use and Resource Centers. • Seek opportunities and conduct professional development for teachers. • Review Scholarship Reports (grades) twice each cycle. • Review student transcripts and course selection requests for appropriate placement in enriched programs in the Career and Technical Education field. • Conduct monthly cluster team meetings to discuss and review student performance and progress. • Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans. • Prepare Career Exploration Pathways brochures and timelines for selecting academies and send to parents of suitable grade-level students • Hold assembly programs for both parents and students introducing staff and providing an overview of Academy options • Select/Elect student leaders to form Student Advisory Council for each Career

Exploration Academy.

- Prepare an interest survey and a PowerPoint/DVD presentation to help serve as a promotional and recruitment tool for each Academy.
- Students submit choices and Advisory Council members place them according to preferences, whenever possible.
- Explore planning for feasibility of creating World Cultures and Literary Arts Institutes.

CTE (Career & Technical Education)

- Prepare Academy brochures and timelines for selecting academies and send to parents of suitable grade-level students
- Hold assembly programs for both parents and students introducing staff and providing an overview of Academy options
- Select/Elect student leaders to form Student Advisory Council for each Academy.
- Prepare an interest survey and a PowerPoint/DVD presentation to help serve as a promotional and recruitment tool for each Academy.
- Students submit choices and Advisory Council members place them according to preferences, whenever possible.
- Provide professional development for staff using our UFT Teacher Center.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Develop additional internship opportunities tied to existing institutes in order to provide hands-on career opportunities to 130 students.
- Articulate with the private sector and institutions to develop internships related to existing Institutes.
- Continue to upgrade technology resources and provide support for staff in its use.
- Order additional computers and software for library, classroom use and Resource Centers.
- Conduct after-school staff development for teachers.
- Review Scholarship Reports (grades) twice each cycle.
- Review student transcripts and course selection requests for appropriate placement in enriched programs in the Career and Technical Education field.
- Conduct monthly cluster team meetings to discuss and review student performance and progress.

Computer Science Institute

- Align existing CSI components with National Academy Foundation curriculum and coursework

- Provide paid internships through alignment with National Academy Foundation.
- Become a CTE certified program.
- Expand MOUSE Squad to become a hands-on class teaching in-depth networking structure and computer repair.
- Possibly piloting "Blackboard" with CSI freshmen/sophomore students and their parents.
- Expand FIRST Robotics to begin development of and engineering component of CSI.

Academy of Finance

- Align with standards of National Academy Foundation transforming program from two year sequence to three year sequence (screening potential freshmen for program when they become sophomores).
- Transform accounting component to be more computer based (Microsoft Excel).
- Initiate construction of a John Dewey High School Academy of Finance network for present AOF students and AOF alumni of John Dewey High School.
- Possibly piloting "Blackboard" with AOF juniors/seniors and their parents.
- Bringing in industry experts to speak with AOF students about emerging trends in today's volatile financial sector.

STEM (Science, Technology, Engineering & Mathematics)

Space Science

- Provide students with the technology needed to share data with other schools.
- Provide students with the technology needed to conduct on campus research and to work with scientists and engineers from NASA Distance Learning Network, MU-SPIN, Medgar Evers College, NASA Langley Research Center and Arizona State University (ASU).
- Provide special needs students the opportunity to develop scientific literacy by conducting actual research projects and engaging in national competitions based on their research.
- Encourage teachers to assign science research projects that require library use.
- Encourage all teachers to schedule library lessons in conjunction with those assignments.
- Encourage overall student independence in research and library skills.
- Review Scholarship Reports (grades) twice each cycle.
- Participation in monthly web-casts in NASA and ASU sponsored activities.

Marine Science

- Develop more advanced interactive, hands-on, inquiry-based laboratory experiences for

Marine Science courses.

- Provide the tank room with the equipment needed to support the Marine Science program.
- Develop more advanced interactive, hands-on, inquiry-based laboratory experiences for all students enrolled in science classes.
- Review Scholarship Reports (grades) twice each cycle.
- Participation in seasonal Marine Science community-based activities, such as with the New York Aquarium and Cold Spring Harbor Fish Hatchery.

Medical Science & Professions

Health Occupations

- Expand the John Dewey Chapter of HOSA (*Health Occupations Students of America*).
- Provide resources needed to develop student leadership abilities.
- Recruit and provide students an opportunity to enroll in Health Occupations/Biotechnology program.
- Continue to provide the Health Occupations/Biotechnology courses with the necessary equipment to upgrade the quality of laboratory investigations conducted in class (e.g. biotechnology equipment to conduct gel electrophoresis).
- Develop more advanced, interactive, hands-on, inquiry-based laboratory experiences for Forensics and Anatomy & Physiology classes.
- Review Scholarship Reports (grades) twice each cycle.
- Participation in HOSA competitions at the State and National level during the year.

Visual, Media Communication & Performance Arts

Dance Ensemble

- Revise and distribute Dance Program brochures to students and parents.
- Promote Dance Program through intensified articulation with feeder IS/JHS schools and at High School Fairs.
- Enrich Dance Program with trips to performances and by bringing dance troupes and groups to perform for our students in our building.
- Perform at our High School's articulation session in the Spring.
- Perform at the annual show in June.
- Dance Ensemble to perform at annual show and at other school-based functions throughout the year.

Arts

- Increase the number of integrated courses between the Arts and other subject

disciplines by 1 class.

- Allocate additional funds to support Arts programs.
- Continue the Sculpture/History collaboration that creates parallel lessons in art and social studies.
- Develop beginning and intermediate video production course utilizing the Macintosh lab and Final-Cut software.
- Develop intermediate photography course for students who would like to do more work in photography, but are not yet prepared for the advanced level.
- Re-establish interdisciplinary classes to support major musical productions.
- Continue interdisciplinary classes to support dance productions.
- Allocate additional funds to support music programs and instrument repairs.
- Recruit and select students to participate in the Center for Arts Education (CAE) through a series of meetings, auditions, and “boot camp” culminating with an arts-related internship after school each day.
- Promote CAE through Art, Music and Dance classes.
- Expose students to real artistic works in museums, galleries, concerts, recitals through class trips.
- Review Scholarship Reports (grades) twice each cycle.
- Review student transcripts and course selection requests for appropriate placement in enriched programs in Arts Education.
- Prepare a presentation of visual art and photography for display and exhibition on a regular basis in our school and at exhibition sites.
- Participation by 3 to 5 students to intern in the Career for Arts Education (CAE) program.

Business & Law

Law Institute

- Expand upon our Partnership in Education with Princeton University that will assist staff in preparing for Model Congress competitions.
- Create a Law Society Club open to all members of the Law Institute.
- Create a mentorship program to provide students with internship opportunities as well as summer employment for senior Law Institute members.
- Increase the number of students in law-related essay competitions.
- Conduct field trips to N.Y.C. court houses for students to observe actual court proceedings.
- Create additional law-related electives (Environmental Law and International Law) to be added to the already existing curriculum.

- Reward students with a “Certificate of Achievement” and notation on their permanent record upon satisfactory completion of all course work.
- Assign Social Studies and law research projects that require library use.
- Schedule library lessons in conjunction with those law assignments.
- Review Scholarship Reports (grades) twice each cycle.
- Participation in Princeton and Washington DC Model Congress competitions during the year.
- Presentation of law-related activities in the Resource Center each cycle.

Culinary Arts

ACE Café

- Train students with the skills necessary to follow a career in food services.
- Increase the number of students programmed for the ISS Culinary Arts Program.
- Increase the number of students working in the ACE Cafe before school and during Resource Center time.
- Interview students interested in participating in the ISS Culinary Arts Program.
- ISS TLC and Culinary teacher visit Junior High schools to explain the Culinary Program.
- Depending upon the budget, give students an opportunity to earn a paycheck through TOP funds and student aide hours.
- Expand menu at the ACE Cafe.
- Explore additional catering jobs for the ACE Cafe throughout the school year.
- Expose students to a career in food services by going on trips to a variety of restaurants, Culinary Arts Schools and VESID programs.
- Prepare eligible students for the CTE exam in Culinary Arts.

Target Population:

Students in grades 9 through 12

9th and 10th grade students seeking an opportunity to earn CTE certification

9th and 10th grade students seeking an opportunity to study career pathways

Responsible Staff Members:

Principal, Assistant Principals, Teachers, Guidance Counselors

Implementation Timeline:

September 2010 through June 2011, daily

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), VATEA, C4E allocation 25 Student internships through the private sector NYSSL, NYSTL, training and reference materials 0.2 compensatory time allotment for AOF coordinator OTPS \$2,000 for MOUSE Squad support OTPS \$1,000 for FIRST Robotics team equipment and supplies OTPS \$5,000 for minor repair maintenance for kitchen appliances OTPS \$2,000 for kitchen supplies 1,000 student aide work study hours for ACE Café 50 Teacher per session hours (LEARN) to find approved internship sites and build the bridge to internships 100 Teacher per session hours for music concerts OTPS \$4,000 for art and photography supplies OTPS \$4,000 for music supplies and musical instrument repairs Center for Arts Education (OST program) funding OTPS \$2,000 for Dance supplies and equipment OTPS \$2,000 for Dance equipment repair 60 Teacher per session hours for Dance Ensemble \$2,000 OTPS for biotechnology equipment and resources \$2,000 OTPS for marine science equipment and resources \$2,000 OTPS for space science academy equipment and resources Funding assistance from legal institution(s) sponsoring the program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review Scholarship Reports (grades) twice each cycle. Review student transcripts, course selection requests and teacher recommendations for appropriate placement in enriched programs. Conduct monthly cluster team meetings to discuss and review student performance and progress.</p> <p>Participation in Princeton and Washington DC Model Congress competitions during the year. Presentation of law-related activities in the Resource Center each cycle.</p> <p>Participation in HOSA competitions at the State and National level during the year. Participation in seasonal Marine Science community-based activities. Participation in monthly web-casts in NASA and ASU sponsored activities.</p> <p>Review all FitnessGram database monthly to reach the minimum required 90% target. Dance Ensemble to perform at annual show and at other school-based functions throughout the year.</p>

	<p>Participation in Intramurals Sports Program during the Fall and Spring.</p> <p>Preparation and presentation of visual art and photography for display and exhibition on a regular basis in our school and at exhibition sites.</p> <p>Participation by 3 to 5 students to intern in the Career for Arts Education (CAE) program.</p>
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SECTION VI: ACTION PLAN (GOAL 4A)

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement / Parent Support, Parents Association and PAC

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-2011 school year, participation by parents for John Dewey High School sponsored activities, Parents Association events and PAC workshops will increase by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions, Strategies, Activities:</u></p> <ul style="list-style-type: none"> • Conduct parent orientation sessions, workshops and invite speakers to conduct programs. • Conduct Parent Academy workshops (in computer applications, life skills, parenting, etc.) for Bilingual and ESL parents. • Involve the Parents’ Association in parent orientation sessions. • Form a sub-committee to address parental involvement strategies and to plan meeting agendas. • Continue the PA Newsletter and increase the input from each subject area and from parents. • Seek input from outside sources (Office of Family Engagement and Advocacy, local City Councilman, etc.) for the PA Newsletter. • Create interactive workshops for parents to obtain skills and knowledge. • Conduct Saturday meetings when weather permits (Fall and Spring). • Write and provide information to our school’s webmaster to be hosted on a page on the John Dewey High School Webpage. • Communicate with parents via e-mail and with the Global Connect message system. • Continue the translation plan for services for parents of English Language Learners and increase by 5% in ELL parent meetings and parent/teacher conferences. • Implement the translation plan for services for Parents of English Language Learners through the organization of a cohort of teacher and guidance personnel who offer oral and written translation services in the five major languages.

	<ul style="list-style-type: none"> • Provide written translation of signs, letters and documents and oral translations through phone outreach, meetings, etc. • Articulate with personnel from the Translation Services Unit of the NYCDOE for written translations of documents for parents of ELLs in 11 languages. • Maintain a cohort of teacher and guidance personnel who offer oral and written translation services in five languages to parents of English Language Learners speaking the following languages: Chinese, Haitian-Creole, French, Russian, Spanish, Arabic, Bengali and Urdu. • Enhance the participation of parents of English Language Learners in the education of their children and increase ELL parent participation by 5%. • Conduct Bilingual Parent workshops to update parents of English Language Learners on school programs and services and in negotiating their lives and the lives of their teenage children in their new environment. • Conduct PAC Committee sponsored workshops throughout the school year in subject areas, health, parenting, communications, etc. <p><u>Target Population:</u> Parents of all students grades 9 through 12 Parents of all English Language Learners speaking the languages reflective of the school's current population: Chinese, Haitian-Creole, Russian, Spanish, Urdu, Arabic, Bengali and French.</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals, Bilingual/ESL Teachers, Content Area Teachers Guidance Counselors, Parent Coordinator, Parents</p> <p><u>Implementation Timeline:</u> August 2009 through June 2010, monthly during the evenings, or as needed. September 2010 through June 2011 before and after school day and on Saturdays for ELL Academy. Additional sessions for parents of Hispanic ELLs in the Fall of 2010 and the Spring of 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL Fair Student Funding, ARRA (Title I – SWP), Title III LEP, Translation Funds OTPS materials needed for communication with parents (\$500) 30 Guidance Counselor per session hours for Parent Academy and outreach 225 Teacher per session hours for translation services 60 Secretary per session hours for translation services Anticipated 1% Title I set-aside for Parent Involvement: (\$19,548)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of attendance sheets at parent workshops and events. Review of student transcripts with parents and schedule individual case conferences as needed. Conduct monthly cluster team meetings to discuss and review student performance and progress.</p>
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John Dewey High School

**Ninth Grade Small Learning Academies
&
Career-Pathway Academies
Plan**

(April 2010)

An Overview

JOHN DEWEY HIGH SCHOOL
BARRY FRIED, PRINCIPAL

April 2010

Dear John Dewey High School Community:

Beginning September 2010, John Dewey High School will create small learning academies for our in-coming ninth grade students in order to provide them with a more nurturing learning environment and personalized experience. We will continue to provide a rigorous and enriched standards-based curriculum aligning our classroom instruction to engage students and teachers in a more responsible and respectful educational setting.

This re-organization plan will help to provide a smoother transition and build a stronger foundation for our in-coming class as well as continue to offer diverse courses in our modular schedule format, while keeping intact the integrity of our Extended Day Program.

The nature of this restructuring plan should have a minimal impact, yet the gains shall prove substantial and significant with higher student achievement through credit accumulation and increased Regents test scores.

We already have some models in place: (CSI) Computer Science Institute, ESL & Bilingual (English Language Learners), Literacy, Dewey Success and GPS (Guidance Personalized Services) support programs, whose structures are based on the principles of small learning academies.

Future Career-Pathways & College-Themed Academies will be explored over the next year and may include implementing Academies in:

- STEM (Science, Technology, Engineering & Mathematics)
- Business & Finance
- Visual, Media Communication & Performance Arts
- Medical Science & Professions
- Literary Arts
- World Cultures

I look forward to working with you all as we implement our Ninth Grade Academies plan and develop our Career-Pathways and College-Themed Academies.

Sincerely,



Barry Fried
Principal
John Dewey High School

TEMPLATE - MAY 2010

Required Elements and Technical Assistance Needs Checklist

- Mission and Vision Statements
- Student Performance Outcomes
- Academic Requirements
- Curriculum Alignment
- Data Analysis
- Best Practices
- Differentiated Instruction Strategies
- Assessments and Evaluations
- School-to-Work Transition
- Programming Measures and Adjustments
- Youth Development Support
- Shared Responsibility
- Advisory Committees and Panels
- Leadership Roles
- Bell Schedules
- Articulation Measures
- Budget
- Sustainability
- Community and External Partnerships
- Parent Outreach and Engagement
- Student Involvement
- Staff Outreach and Involvement
- Facilities Configuration

Elements and Provisions for our Ninth Grade Small Learning Academies

- Structure our in-coming 9th grade students into three or four Small Learning Academies (“Clusters”) each with 150 students to be served by dedicated Guidance Counselors, Assistant Principals and Teachers
- Set-up “clusters” by OFCL with planned activities scheduled during each cycle
- Annualize in-coming 9th grade programs across the board
- Isolate populations of 9th grade classes (separate “in-coming 9th grade and “hold-over” 9th grade sections)
- Strengthen student and parent communication to stress academic and graduation requirements and provide constant information to parents
- Program in-coming 9th graders for eight academic classes and schedule for
A --> J or B --> K to restrict Independent Study bands to before or after their school day.
- Program Physical Education sections dove-tailed with Science Lab sections or Art/Music classes
- Schedule Lunch into students’ programs
- Parallel teaching programs for Academy teachers to include common planning time bands
- Re-vamp 9th grade English (Writers’ World, Novel, Voice & Diction, Short Story) or establish English 1 and English 2 course offerings
- Provide a skills-based credit-bearing Writing class with a strong guidance and support component
- Sponsor a weekly (or monthly) Academy Newsletter to improve communication with students
- Recruit and select the more structured and nurturing teachers for these students
- Re-emphasize the need to incorporate a strong guidance and support service component
- Integrate an inter-disciplinary Humanities approach (English and Social Studies classes) within the Academy
- Re-design 9th grade Exploratory Physical Education classes
- Increase Credit Recovery opportunities for our 9th grade students, when applicable, through PM School, Saturday School, PLATO Systems, etc.
- Explore available Professional Development opportunities for staff to learn particular learning strategies and emotional needs development to provide necessary support at this time of transition

Ninth Grade Small Learning Academies and Career-Pathway Academies

(using components of Small Learning Community framework design)

John Dewey High School's Unifying Vision and Mission

Our vision is to provide the opportunities and the tools that enable students to be successful in the workplace of the 21st century. We believe we can accomplish this by training them in the use of the latest technology and engaging them in classroom projects based on real-world problem solving strategies. In the process, we provide our students with the instructional resources that prepare them to meet rigorous academic standards as well as become life-long learners.

John Dewey High School's mission is to offer an innovative form of education by empowering students to make decisions regarding their educational experience, by enabling them to grow at their own rate in an atmosphere of dynamic interchange, and by providing an extended day for their academic, cultural and social enrichment.

We are a comprehensive high school working with external partnerships with several organizations and formal institutions. Our school's program utilizes core strategies which have been demonstrated to increase student performance in high school, and in particular uses small learning academy structures as the foundation of our re-organization model. This includes establishing Ninth Grade Academies which will feed into Career-Pathway Academies in grades ten or eleven through grades twelve. The Computer Science Institute and Academy of Finance represent two existing career academies at John Dewey High School.

Students will master standards and meet New York State graduation requirements, while also attaining relevant skills for post-graduate education and the work place. These will be accomplished through rigorous academics, respect, positive school and community relationships.

Identity

John Dewey High School's Ninth Grade Academies and subsequent Career-Pathway Academies present our students with unlimited possibilities and potentials for academic, professional and artistic growth. At our nucleus, we will highlight rigorous student achievement through innovative curricula and dynamic instruction which emphasizes New York State's learning standards; best practices and engaging teaching strategies; and predictive, formative and summative assessments.

Furthermore, we will incorporate Career-Pathways associated with academic strands into our core programs for upper grade levels. Whether a student has an interest in the Language Arts, Science, Social Studies, Mathematics, Technology, Visual Arts or Business, we will provide the necessary tools they need to reach their academic goals. Our shared approach, from faculty and staff to parents and community partners, is to promote student achievement to the highest standards. This course of action will also help them to become confident, respectful, insightful and responsible adults.

Access and Equity

All students exiting John Dewey's Ninth Grade Academies may be eligible to choose and enter Career-Pathway Academies in either the 10th or 11th grade. This includes English Language Learners as well as Instructional Support Service students.

Promotion and Selection Process for Career-Pathway Academies

- Prepare Academy brochures and timelines for selecting academies and send to parents of suitable grade-level students
- Hold assembly programs for both parents and students introducing staff and providing an overview of Academy options
- Select/Elect student leaders to form Student Advisory Council for each Academy.
- Prepare an interest survey and a PowerPoint/DVD presentation to help serve as a promotional and recruitment tool for each Academy.
- Students submit choices and Advisory Council members place them according to preferences, whenever possible.

While our Career-Pathway Academies will be designed to be distinct programs, we will retain our elective and advanced-level course offerings for the entire student body of John Dewey High School. Our Advisory Councils will help suggest explicit strategies designed to help students increase academic performance and social learning.

Personalization

With the opportunity to provide small learning academies to our students at John Dewey High School, the Ninth Grade Academies will be composed of approximately 150 9th grade students. This will provide staff with the opportunity and a shared responsibility to make strong connections and commitments to these students during their first year of high school, and consequently, their culminating years at our school. In this manner, we will provide each student with a better chance to succeed and achieve in pursuit of his/her post-graduate goals.

Additional attention for the Ninth Grade Academies will include increased guidance and social needs support, increased academic, writing and skills support strategies and peer tutoring. All students will be placed in clusters whereby students share common core

of teachers and guidance support. Teachers in the team share common planning time. This valuable time is designed for interdisciplinary planning, to discuss individual student concerns and develop specific action plans for identified "at-risk" students. One aspect of small learning academies is the relationships that develop during common planning time, i.e.: teacher-teacher, teacher-student and student-student. Having additional meeting time built into each school day provides ample opportunity for students and teachers to form strong personal bonds. This will motivate students to strive for the highest level of learning, achievement and success.

Standards and Student Performance

Offering a thorough standards-based curriculum, John Dewey High School Academies will continue to provide a diverse and enriched course offering of classes that allow students to meet New York State Standards and graduation requirements.

Our Academies are committed to meeting the needs of all students including those requiring intervention and mandated-support including our Instructional Support Service and English Language Learner students. Our rigorous standards-based curricula allow students to attain a deep understanding of themselves and the world in which they live. Their skills of communication and expression will be strengthened as we focus on these vital Language Arts skills in all academic areas.

We will adopt a team approach to consistently analyze student performance data to assess student progress, both academically and socially. In this manner we can more readily recognize our most struggling students and plan for intervention measures for individual student needs. We will work together to produce graduates who are better prepared for college or work. To this end, we will provide John Dewey High School students with the educational, professional, social and emotional foundations necessary for them to have successful careers and productive lives as citizens and future leaders.

Accountability and Leadership

Each staff member of the Ninth Grade Academy or Career-Pathway plays a vital role in the success of each of our students. In order to support each other, we need to clearly identify and define our roles and responsibilities, offer an effective means of communication and support and, most importantly, accept accountability, which we provide for each other.

We are always mindful that the primary members of any Academy are our students. Involvement in their own education is not limited to classroom learning. They are crucial players and their role is important within this community. Each Academy's staff will include, Academy Teachers, an Assistant Principal, Instructional Support Service staff member, English Language Learner staff member and an academic Guidance Counselor. The advisory board includes select members of the teaching staff, the Assistant

Principal, our Instructional Support Service staff member, English Language Learner staff member, parents, students and community or external partner volunteers.

Communication is critical for support and success. Academy staff committees will work cohesively to prepare weekly action plans relating to learning and behavioral goals. These committees will serve in an advisory capacity and provide necessary communication with parents, staff, community partnerships and other constituents in the school community, analyze and evaluate student data, monitor student attendance and review academic performance. Other responsibilities include how our Academy is addressing and meeting student needs, and to examine other areas of concern and design appropriate courses of action.

Collaboration, Parent and Community Engagement

We firmly believe that fostering partnerships within the community is essential and provides the necessary exposure and experience for our student body. Presently, we have several formal and informal educational partnerships and other CBOs (community-based organization partnerships), that provide opportunities and support for our students.

We will continue to make use of our community resources and to incorporate these experiences into our existing curricula. Consultation with area colleges, cultural institutions, and community organizations and businesses that relate to students' academic and artistic interests will help us deepen and strengthen our curriculum. These partners will be part of our plan for student for internships, fieldtrip experiences, guest speakers and professional performances.

Parents are an integral part of all Academies. They are involved in the School Leadership Team and Title I Committees. In addition, they may help students choose appropriate Career-Pathway Academy selections. We will increase parent engagement and will jointly plan events and activities to include student work displays and exhibitions during parent-teacher conferences, orientation sessions, and we will hold Academy evening sessions with and/or related activities, etc. Preparing a parent needs assessment survey is also an important avenue to open the lines of communication with the families to assist us in planning these events and to help be a part of our intervention plans.

Professional Development

To best align these components of all Small Learning and Career-Pathway Academies, we need to support our staff with professional development opportunities in:

- Research-based instructional strategies
- Build capacity and developing Advisory Councils
- Effectively examining student work

- Exploring and developing career connections
- Re-design standards-based curriculum
- Parent and community engagement strategies

Our schools Professional Development Plan will be aligned with the John Dewey High School CEP to build capacity and community within all Academies. The professional development activities will help us address school improvement goals and the specific needs of our students to help us analyze student data (grades, credits and standardized test scores) in more effective ways. By identifying students' areas of strengths and weaknesses, we can more effectively improve upon our curriculum design to increase student achievement.

We will also utilize the strengths of our staff and our UFT Teacher Center to present best practices strategies to other staff members. These sessions will take place during Professional Learning Community (PLC) time, during the school day and during common planning time.

Within our Ninth Grade Academies and Career-Pathway Academies, we will cover all aspects of this plan and embody the strength and potential to create a vibrant, encouraging, successful educational setting for our students.

JOHN DEWEY HIGH SCHOOL PROPOSAL FOR TRANSFORMATION MODEL

Submitted by Friends of Dewey — 11/10/10

Robert Kanyuk & Liz Bouiss (John Dewey High School),
Bob DeSena (Council for Unity), Naomi Berger (John Dewey Alumni Association)

MISSION STATEMENT

John Dewey High School's mission is to offer an innovative form of education by empowering students to make decisions regarding their educational experience, by enabling them to grow at their own rate in an atmosphere of dynamic interchange, and by providing an extended day for their academic, cultural and social enrichment.

As John Dewey High School embarks upon the next 40 years, the school plans to address the needs of *all* of our students, effectively preparing them for college, careers and adult life. To meet the needs of every student, a variety of new strategies, including the Council for Unity/John Dewey Alumni Association Strategic Plan, will be introduced to work in tandem with the Dewey philosophy of student choice and empowerment. Our transformation model includes maintaining and nurturing academics through innovative and relevant courses for our diverse student population and maintaining AP courses in the core subjects. Our vibrant Bilingual and ESL programs will be expanded. Our Computer Science Institute and Academy of Finance programs will be maintained. A strong multifaceted arts program will be sustained and the music and dance programs will be re-established, along with a comprehensive theatre program. Of vital importance, a broad Career and Technical Education program will be brought back to our school, including, but not limited to Automotives, Culinary Arts and Graphic Arts.

Integration of these programs, with additional supports for students and appropriate Professional Development for teachers and administrators, will make Dewey a place where all students can not only succeed but flourish.

Needs Assessment

We examined Department of Education data, looked at our own data, and listened to staff and student feedback to come up with the following areas that we intend to address in our plan for a revitalized Dewey. Following are the results of our Needs Assessment findings:

- Lack of comprehensive assessments for all incoming students above and beyond entrance scores to ascertain students' academic levels, learning styles and interests
- Ineffective Professional Development for all teachers
- Lack of clear and sustained positive school culture
- Little organizational and instructional coherency pertaining to curricula and vision, especially pertaining to skills classes
- Improve Four-year Graduation Rate to 80%

- Security and safety concerns pertaining to students congregating in halls and auditorium
- Under utilization of Teacher Center
- Understaffed and underutilized student Resource Centers
- Diminished course offerings
- Students not programmed into courses appropriate to their interests or skill levels
- Underdeveloped organization and lack of guidance for the cluster and inquiry groups
- Underdeveloped overarching goals for ninth grade cluster groups
- Lab/BESIS testing may not be the best measure of the needs and skills of the ESL population Additional assessments tools need to be identified.
- Not enough computer access for the Plato credit recovery system

EXISTING STRENGTHS OF JOHN DEWEY HIGH SCHOOL AND PLANS FOR ADDRESSING IDENTIFIED NEEDS

Newly Formed Ninth Grade Clusters:

All students entering ninth grade are now grouped into classes that move together to ensure greater cohesiveness and support and as a means to increase school spirit and enhance school culture. Each class is part of a Cluster. These Clusters provide our students a more stable and intimate transition from middle school to high school. Cluster groups are made up of approximately 120 students, each led by an Assistant Principal who is responsible for ensuring organizational and instructional coherency. Guidance counselors are assigned to each cluster to work with teachers in nurturing students' interests and talents, to provide support services for struggling students. The teachers of each Cluster meet weekly to share best practices and focus on strategies for success for struggling students and sub groups.

Action Plan: To best meet the needs of our ninth grade we propose implementing additional assessments above and beyond entrance scores so that we may ascertain students' skills levels, learning styles and interests. We will work toward greater organizational and instructional coherency through meaningful professional development, especially in the areas pertaining to skills classes. Where advisable, new curricula such as F.A.S.T shall be implemented.

Council For Unity

Council for Unity participants at Dewey boast a remarkable track record. Their four year graduation rate is a very impressive 96%. John Dewey High School, the birthplace of Council for Unity, has recently recommitted to its partnership with CFU. In a society that often regards high-risk youth as passive objects for intervention or treatment, Council for Unity is guided by a positive insight about how to help students function constructively: give them a chance to be part of groups with meaningful larger purposes that they themselves help to define. Council for Unity invites students to join its chapters, where they spend at least an academic year developing and carrying out plans to promote racial and ethnic harmony in both the school and local community. The Council for Unity has developed a unique curriculum to engage gang involved youth

across the country. The results are compelling: participants left their gangs, improved academically, attended classes regularly and were able to find employment. The outcomes of this initiative were summarized in a joint publication by the Office of Juvenile Justice and Delinquency Prevention and the Boys & Girls Clubs of America. As part of the Council for Unity program, the Circle Curriculum, a curriculum unit based on the educational philosophy of John Dewey, shall be taught to reinforce students' belief in themselves and their potential to set and achieve their goals during their years at John Dewey High School.

The Teacher Center

The Teacher Center is a resource that serves to guide teacher instruction through meaningful and sustained Professional Development. We are creating workshops that will address the needs of our increasing ELL, ISS and at-risk populations. Currently, teachers are participating in weekly workshops on differentiated instruction. Teachers can come to the center to work collaboratively, learn to use current technologies and plan lessons. The center is equipped with computers, scanners, color and black and white copiers, a poster maker and a new state of the art Smart board. The Teacher Center also serves as a hub for teachers of the ninth grade clusters where they meet weekly.

Action Plan: Promotion of the Teacher center will be better developed and utilized. Staff will be trained to integrate new technologies into their teaching strategies.

Common Planning Time/Professional Learning Communities

John Dewey High School recently implemented CPT/PLC during the school day in order for teachers to meet and work together to address the needs of their students. During this time, teachers are engaged in the process of participating in Inquiry Groups and utilizing ARIS to assist them in creating and evaluating student assessment and in working together to strengthen differentiation in their lessons and develop interdisciplinary plans.

Action Plan: Implement better organization and guidance of the various groups and clear overarching school goals through regular teacher communication and collaboration.

Innovative and Relevant courses for our diverse student population

We offer all required courses in English, Math, Science and Social Studies and will also continue to offer and will expand the choices of “selective” classes that are relevant to our students. Students at John Dewey High School have the opportunity to choose from over 217 courses.

Action Plan: Increase the number of courses offered that accurately reflect our changing times and that are aligned with preparation necessary to meet the demands of a changing work environment; provide a more structured process for guiding students to courses suited to their interest or skills level.

Maintaining AP courses in core subjects

JDHS offers 16 AP Courses to address the aspirations our higher achieving students. This is far greater than the city average.

Action Plan: Increase the number of AP courses to more effectively accommodate the large numbers of students who enroll in these classes so that they can be better served by a lower student to teacher ratio.

Extended day program/Resource Centers

The resource centers (RCs) of JDHS provide an excellent opportunity for remediation, enrichment and student centered displays and performances. There is one RC for each department situated as a common room in the center of each department. The RCs are equipped with computers, appropriate books and are staffed with licensed personnel to assist students.

Action Plan: To create a greater sense of intimacy in this large school setting, teachers and support personnel will be trained to be mentors, counselors, and friends to a group of advisees. Services will be provided by both teachers and volunteers from the Alumni Association, former teachers, interns and members of the Parent Association.

Clubs/Extracurricular Activity

John Dewey High School currently offers approximately 40 clubs that serve the needs and interests of our students by expanding on academic interests, providing a focus on community service, developing ethnic and cultural tolerance and appreciation, and providing an opportunity for students to have fun in a safe and nurturing environment.

Credit Recovery

John Dewey High School recently implemented the online credit recovery system Plato, PM School and Saturday School in order to address the deficit of credit accumulation in core subject areas and provide supplemental services for ELL and at-risk students.

Action Plan: Create better computer access for students to utilize the Plato credit recovery system. Provide Professional Development so all resource centers can be effectively utilized as credit recovery centers.

Computer Science Institute

We will continue to offer this successful, selective three-year sequence designed for incoming freshmen who want to major in computer science. Students are trained in the Microsoft Office Suite, networking skills, JAVA programming, and are eligible for an Advanced Placement JAVA course, which is eligible for college credit. The graduation rate for the Computer Science Institute students is 100 percent within four years. On average, 60 percent of participants in the CSI earned Advanced Regents Diplomas. We currently have two Computer Science Institute ninth grade classes.

Action Plan: Increase enrollment in the Computer Science Institute.

Academy of Finance

Dewey students have the opportunity to apply for The Academy of Finance in their sophomore year. It is a two-year sequence in the study of finance beginning in their Junior year that includes a year of Microsoft Office Suite, insurance and banking courses, , "The Principles of Finance", a one-semester course taken at Baruch College, and paid summer internships at various financial institutions throughout the New York metropolitan area.

Action Plan: Increase enrollment in The Academy of Finance

Bi-lingual and ESL Programs

To ensure that our large English Language Learner population succeeds, structures will be put into place to address their academic and social needs. Detailed student evaluations are given to incoming ELLs to provide staff with a formative assessment. This is used to guide our instruction and appropriately place each incoming student. Ninth grade English Language Learners will be programmed into mixed level Bilingual and ESL Arts, Computer/Technology and/or skills classes. All participating teachers will undergo extensive Professional Development given by the International Network for Public Schools, which has a proven track record of high student outcomes.

Action Plan: Teacher input and/or continued Lab/BESIS assessment will ensure the most appropriate placement of students.

The Arts

We will continue to offer an extensive arts program that gives each student an introduction to the creative process, while providing them with self-confidence, self-awareness, and the chance to explore their artistic voice. Courses include drawing, painting, sculpture, ceramics, photography, computer design, film, cartooning, and fashion. Students learn about careers in the arts and can receive guidance from their art teachers in the creation of individual portfolios. We offer students in eleventh and twelfth grade the chance to apply for art-related internships through our partnership with The Center for Arts Education. Many Dewey students have been mentored and gained valuable real world skills through their participation in these internships.

Action Plan: We will expand the opportunities for teachers to work collaboratively. Art teachers will work with core subject teachers to develop cross-curricular projects. Planning will be done weekly during PLC time.

Parental/Community Outreach

John Dewey High School, in conjunction with the Parents Association began offering adult education courses last year in literature, and computer skills, as well as literacy classes for ELL parents.

Action Plan: Courses and frequency of courses need to be increased to further develop John Dewey High School's connection to the community. Community service programs need to be better developed

AREAS THAT NEED TO BE DEVELOPED

Tutorial services

To address the needs of struggling students and to provide positive role models, tutorial services will be provided by higher achieving students, members from the Parents Association and community, John Dewey High School Alumni Association and nearby colleges and universities.

Dance, Music and Theatre Programs

We propose to revitalize music instruction and performance, to bring back our dance program, including the Dewey Dance Ensemble, and to create a theater program to further allow students the chance for self-expression through the performing arts. We have members of the Dewey Alumni Association who are professional fundraisers who are willing to provide their services pro bono.

Areas of Concentration

Publication Institute, Literary Arts, World Cultures, and Visual arts, media communications & performance arts are areas of concentration that will be developed to further enrich the learning experiences of students who have identified subjects they may be interested in and/or are considering as potential careers.

Career and Technical Education Program

We plan to bring back meaningful CTE programs that will serve our kinesthetic learners and those interested in job skills and career readiness. We have a room designed for use as an automotive shop that we plan to revive. We also plan to reinvigorate the Culinary Arts Program. As we progress, we will work towards several other CTE programs including Woodshop and/or Media Arts. To ensure our success in these programs we will form strong partnerships with related industry professionals.

Campus

John Dewey High School is located on the most beautiful campus in all of Brooklyn but does not provide ground access to the very population it serves. An eligibility policy for campus access would serve as positive reinforcement for appropriate behavior.

Sports

Although John Dewey's philosophy was based on maintaining a non-competitive learning environment, students consistently express interest in sports, so we propose to implement sports teams that support student interest. This will allow us to take advantage of our fields and to build school culture through team spirit.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	224	423	207	167	98	20	150	8
10	136	276	144	106	54	10	123	9
11	128	144	48	39	37	25	24	6
12	92	65	39	37	22	25	47	1

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>English</p> <ul style="list-style-type: none"> • English Seminar • Literacy • Resource Center • Dewey Success • Collaborative Team Teaching (CTT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p>AIS is provided during the school day.</p> <ul style="list-style-type: none"> • 11th grade students are given 2 cycles for preparation for ELA Regents. If students fail the Regents, they are again placed in English Seminar with a focus on identified student weakness areas. • The Literacy model is used for in-coming 9th graders scoring level 1 or low level 2 on the 8th grade ELA performance exam. • Students report to Resource Centers to meet with subject teachers for tutoring to make up failed classes and/or for Regents Preparation. Ancillary materials are prepared for each course. In addition, we provide students with small group instruction in the Resource Centers. Peer Tutoring program provides additional academic support. • Holdover 9th graders who have been marginally successful are placed in a block program and remain with the same teachers throughout the year. Teachers have common prep time to meet with guidance counselors and each other to discuss student progress. • Reduced class size, individualized instruction, monitoring attendance through use of probations sheets, work with teachers to develop appropriate differentiated instructional strategies. Teachers meet during common prep time and attend team-building meetings. • Offer credit accumulation courses for students who are at-risk and in danger of not meeting promotion or graduation requirements consistent with their cohort group.
<p>Mathematics</p> <ul style="list-style-type: none"> • Regents Math Prep • Literacy/ Numeracy • Resource Center • Dewey Success 	<p>AIS is provided during the school day.</p> <ul style="list-style-type: none"> • Based on teacher recommendations, students receive 1-1/2 bands of mathematics and are given an additional Regents Prep class. • The Literacy model is used for in-coming 9th graders scoring level 1 or low level 2 on the 8th grade ELA performance exam. • Students report to Resource Centers to meet with subject teachers for tutoring to make up failed classes and/or for Regents Preparation. Ancillary materials are prepared for each course. In addition, we provide students with small group instruction in the Resource Centers. Peer Tutoring program provides additional academic support. • Holdover 9th graders who have been marginally successful are placed in a block program and remain with the same teachers throughout the year. Teachers have common prep time to meet with guidance counselors and each other to discuss student progress.

<ul style="list-style-type: none"> • Collaborative Team Teaching (CTT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISKs, RC prescriptions) 	<ul style="list-style-type: none"> • Reduced class size, individualized instruction, monitoring attendance through use of probations sheets, work with teachers to develop appropriate differentiated instructional strategies. Teachers meet during common prep time and attend team-building meetings. • Offer credit accumulation courses for students who are at risk and in danger of not meeting promotion or graduation requirements consistent with their cohort group.
<p>Science</p> <ul style="list-style-type: none"> • Resource Center • Dewey Success • Collaborative Team Teaching (CTT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p>AIS is provided during the school day.</p> <ul style="list-style-type: none"> • Students report to Resource Centers to meet with subject teachers for tutoring to make up failed classes and/or for Regents Preparation. Ancillary materials are prepared for each course. In addition, we provide students with small group instruction in the Resource Centers. Peer Tutoring program provides additional academic support. • Holdover 9th graders who have been marginally successful are placed in a block program and remain with the same teachers throughout the year. Teachers have common prep time to meet with guidance counselors and each other to discuss student progress. • Reduced class size, individualized instruction, monitoring attendance through use of probations sheets, work with teachers to develop appropriate differentiated instructional strategies. Teachers meet during common prep time and attend team-building meetings. • Offer credit accumulation courses for students who are at risk and in danger of not meeting promotion or graduation requirements consistent with their cohort group.
<p>Social Studies</p> <ul style="list-style-type: none"> • Resource Center • Dewey Success • Collaborative Team Teaching (CTT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p>AIS is provided during the school day.</p> <ul style="list-style-type: none"> • Students report to Resource Centers to meet with subject teachers for tutoring to make up failed classes and/or for Regents Preparation. Ancillary materials are prepared for each course. In addition, we provide students with small group instruction in the Resource Centers. Peer Tutoring program provides additional academic support. • Holdover 9th graders who have been marginally successful are placed in a block program and remain with the same teachers throughout the year. Teachers have common prep time to meet with guidance counselors and each other to discuss student progress. • Reduced class size, individualized instruction, monitoring attendance through use of probations sheets, work with teachers to develop appropriate differentiated instructional strategies. Teachers meet during common prep time and attend team-building meetings. • Offer credit accumulation courses for students who are at risk and in danger of not meeting promotion or graduation requirements consistent with their cohort group.
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Attendance Intervention 	<ul style="list-style-type: none"> • Guidance counselors contact and make appointments to meet with parents on Wednesdays for those students who have poor attendance and/or a record of failure.

<ul style="list-style-type: none"> • Pupil Personnel Team • Youth Development Counselor (SAPIS) • Mandated, Crisis and School Counseling Sessions 	<ul style="list-style-type: none"> • Bi-weekly meetings of the PPT to discuss and implement strategies to assist students experiencing difficulties in class, either emotionally, behaviorally and/or academically. Provide students referred to the PPT with “at risk” Resource Room, Team Teaching, Literacy or Dewey Success as needed. • Youth Development counselor (SAPIS) meets with individual students and/or groups to focus on self-esteem and confidence building in order to achieve success. Classroom visits also provides for intervention measures. • Classroom visits to discuss a variety of academic and social issues. Conduct case-conferencing with teachers, transitioning meetings with graduating seniors. Additional group sessions to address needs as they arise (i.e., attendance, behavior, grief, etc.). Referral counseling sessions are held in-house with outside agencies and CBOs.
<p>At-risk Services Provided by the School Psychologist:</p> <ul style="list-style-type: none"> • Individual Counseling Sessions • Crisis Intervention • School-Home Liaison • Pupil Personnel Team • Workshop Provider 	<ul style="list-style-type: none"> • Consults with teachers to provide insight and support in dealing with troubled and in-crisis students. Provide counseling as needed. • Works with families in crisis and liaison between school and community in terms of referrals in seeking outside interventions. • Works on the school-home-community collaboration between members of the faculty and families. • Serves as a member of the PPT, meets with parents and students who are referred and conducts evaluations and presents referrals. • Conducts special workshops for students, e.g., bereavement.
<p>At-risk Services Provided by the Social Worker:</p> <ul style="list-style-type: none"> • Students Referred ERSS Counseling • Crisis Intervention • Family Contacts • Consultation with Outside Agencies and Alternative School Settings • Pupil Personnel Team • Workshop Provider 	<ul style="list-style-type: none"> • Provide supportive counseling on a weekly basis. • Meet with student(s) during emergency situations in relation to student(s)’s emotional well-being. • Meet with family members to discuss issues that are affecting and interfering with student(s)’s education. • Make referrals to outside agencies, obtain information regarding community agencies. Provide student information regarding Alternative High Schools and related programs. • Serves as a member of the PPT, meets with parents and students who are referred and conducts evaluations and presents referrals. • Conducts special workshops for students, e.g., bereavement.

At-risk Health-related Services:

- | | |
|--|---|
| <ul style="list-style-type: none">• Section 504• Nurse Services (IEP mandated)
• Hearing Teacher• Vision Teacher• Health Paraprofessionals | <ul style="list-style-type: none">• Provide support as needed.• Liaison to staff regarding information on medication and “what to do and who to call in the event of.”• Visits classrooms, either push-in or pull-out.• Visits classrooms, either push-in or pull-out.• Provide classroom instructional support and health modifications. |
|--|---|

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)
NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year Language Allocation Policy to this CEP.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First Network	District 21	School Number 540	School Name John Dewey
Principal Mr. Barry Fried		Assistant Principal Dr. Madeline DiLorenzo-Coscia	
Coach Ms. Antonella Tapino		Coach N/A	
Teacher/Subject Area Ms. R. D’Agati, Ms. X. Sun		Guidance Counselor Ms. F. Parziale, Ms. S. Wong	
Teacher/Subject Area Mr. Chung Chan		Parent Zai Jin Chen	
Teacher/Subject Area Ms. Virginia Gee-Sullivan		Parent Coordinator Ms. Kristine Gattuso	
Related Service Provider Ms. Randi Herman		Other N/A	
Network Leader Ms. Joanne Mejias		Other Dr. Barbara Puleo, A.P. P.P.S.	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	2658	Total Number of ELLs	461	ELLs as Share of Total Student Population (%)	17.34%
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Part II: ELL Identification Process

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

Paste response to questions 1-6 here

1. For incoming English Language Learners new to the New York City Department of Education, a careful intake process is conducted. Students are brought to the Guidance Department and meet with AP Guidance, and an ESL Guidance Counselor who conduct an informal interview with the parent/guardian and student to determine eligibility. If a translator is needed, one is requested within the school building, e.g. Foreign Language Department personnel fluent in the language or a Bilingual Counselor (Chinese-Haitian-Spanish on site). The Guidance Counselor/translator assists parent/guardian in completing all necessary paperwork to enroll student in Dewey, including the HLIS. Based on the responses to the HLIS and during the formal interview, the LAB BESIS is called upon to determine eligibility and administer the LAB-R. Once the LAB-R has been administered, the Parent /Guardian is invited to the Parent orientation Session. The program options are discussed, and based upon parental choice the student is placed either in a Freestanding ESL program or a

Part III: ELL Demographics

school. Next, [redacted] ent to provide [redacted] guidance

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

Counselor. During the Spring Term, these students will be administered the four parts of the NYSESLAT (listening, speaking, reading and writing) in their native language. Once the NYSESLAT scores are available, Continued Entitlement and/or Proficiency Letters are issued to the student and the Native Language explaining the results of the exam and the tentative program the student will be placed in. K 1 2 3 4 5 6 7 8 9 10 11 12

2. A Parent Orientation Meeting is held within the first 10 days of the school year at which The Chancellor's DVD is viewed in their Native Language explaining the program choices available for their child's education. At this meeting any additional questions or concerns are answered by the staff present (AP Foreign Language, AP Guidance, LAB BESIS Coordinator, Parent Coordinator, ESL Guidance Counselors, Translators). Options are discussed if the parent wishes to change the ELL program the student is in. Agenda are prepared, along with sign-in sheets. All documentation is carefully maintained in the LAB-R/NYSESLAT Coordinator's Office.

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

The LAB BESIS Coordinator sends our enrollment letters in both English and the Native Language as indicated on the ELL form to the families of all English Language Learners based on the examination most recently administered. If the student is a new admit and has

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										3	3	3	0	9
Dual Language														0
Free-standing ESL														
Self-Contained Push-In										5	5	5	5	20
Total	0	0	0	0	0	0	0	0	0	8	8	8	5	29

distributed and submitted as per parental request. Of 36 ELLs admitted between August, 2010 and October, 2010, 16 have selected the Chinese Bilingual Program and 20 students have opted for the ESL Program.

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	401 students, additional 77 students	Newcomers (ELLs receiving service 0-3 years)	306
SIFE	77	ELLs receiving service 4-6 years	101
		Special Education	33
		Long-Term (completed 6 years)	60

students. Our Teacher Teams, Assistant Principals and Principal continue to collaborate to align goals and expectations for ELLs in all departments and parts of the building. If we receive a sufficient number of students and parental requests, other bilingual programs in other languages will be added.

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	201	23	1		12		2	6	3	203
Dual Language										0
ESL	260	22	2		12	4		2	19	260
Total	461	45	3	0	24	4	2	8	22	463
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										66	58	59	18	201
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	66	58	59	18	201

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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	16	2	7	46
Chinese										28	22	27	20	97
Russian										1	10	2	2	15
Bengali										1	4	1	2	8
Urdu										8	11	2	2	23
Arabic										1	3	0	0	4
Haitian										12	10	7	6	35
French										2	1	0	0	3
Korean										0	1	0	0	1
Punjabi										0	0	0	1	1
Polish										1	0	0	0	1
Albanian										1	0	0	1	2
Other										11	5	4	4	24
TOTAL	0	87	83	45	45	260								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. At John Dewey High School we use the self-contained organizational model for the Free-standing ESL and Bilingual Chinese programs. With regard to the ESL program, students' homogeneous grouping is determined by NYSESLAT or LAB-R. We offer Beginning, Intermediate and Advanced level ESL classes. With regard to content-area instruction, students in the ESL program take ESL content-area classes in Mathematics, Science, Social Studies and Technology. They are grouped heterogeneously with instructional support (bilingual glossaries, bilingual dictionaries, differentiated instruction, scaffolded instruction, audio-visual resources, etc.) With regard to the Chinese Bilingual Program, for their ESL classes, students are grouped homogeneously as per NYSESLAT or LAB-R. We offer Bilingual Content-area classes according to grade level (9, 10 and 11) in Mathematics, Social Studies and Science. We also offer beginning, intermediate and advanced

level classes in Chinese NLA.

2. In the free-standing ESL Program at John Dewey High School, beginning level students have one basic ESL class and two double-blocked skills classes (for a total of 675 minutes per week) that focus on the four language skills of listening/speaking and reading/writing.

For 2010 – 2011 we offer six sections of beginning level ESL with 12 accompanying double-blocked skills sections (including one section of ESL Literacy with the accompanying double-blocked skills sections). On the intermediate level, students take two ESL classes per day for a total of 450 minutes. There are five sections, and five accompanying skills sections. Advanced level courses serve students who have scored at the advanced level of the NYSESLAT. ESL students at the advanced level take one ELA literature-based course and one ESL skills class, for a total of 450 minutes. There are four advanced level classes. The ELA counterparts at this level contain four sections, including one Regents Prep class for Cohort students mandated for the ELA Regents Examination. For Cohort 2011-2012 on-track ESL students, there are two sections of ELA Regents prep. For off-track 2011-2012 Cohort ESL students, there is one section of ELA Regents Prep. All teachers are fully certified in ESL. English Language Learners also take content-area ESL classes in Mathematics, Science, Social Studies and Technology. Teachers are certified in their content-area. Subject area teachers are certified in the subject area and are encouraged to obtain certification. The school is willing to hire dually certified personnel in content area/bilingual certification. For Science, the total number of weekly minutes is 240. For 2011–2012, the breakdown of ESL content-area courses is the following: on the 9th grade level there are two sections of ESL Living Environment and two sections of Chinese Bilingual Living Environment. There are two sections of ESL Earth Science and two sections of Chinese Bilingual Earth Science. There is one section of ESL Chemistry.

In Mathematics, there are six sections of ESL Mathematics and five sections of Bilingual Chinese Mathematics. (There is one section of ESL Algebra, and two sections of Bilingual Chinese Algebra, three sections of ESL Geometry, and two sections of Bilingual Chinese Geometry. For Algebra 2/Trigonometry, there are two sections of ESL, Algebra, and one section of Bilingual Chinese Algebra/Trigonometry).

In Social Studies, the number of weekly minutes for both ESL and Bilingual is 225. The breakdown is as follows: three sections of ESL Global History and Geography on the 9th grade level (including one section taught by the A.P. Social Studies Department) and two sections of Chinese Bilingual Global History and Geography, and three sections of ESL Global History and Geography and 1 section of Chinese Bilingual Global History and Geography on the 10th grade level. On the 11th grade level, there are two sections of ESL U.S. History and Government and two sections of Chinese Bilingual U.S. History and Government. On the 12th grade level, there are two sections of ESL U.S. History and Government. The Bilingual Chinese teacher is not certified for ESL/Bilingual, but possesses a regular Social Studies license and is fluent in the language with emphasis on Mandarin.

According to the Transitional Model of Bilingual Education, a combination of English and the Native Language is used. This is in accordance with the Language Allocation Policy of the Department of Education of New York City. For our Chinese population, the language of instruction in NLA is Mandarin. The regular NLA teacher is fully licensed in Mandarin Chinese. There are three levels of NLA: beginning, intermediate and advanced. Each level meets for 245 minutes of weekly instruction. Annual evaluation includes the Chinese Reading Test.

With regard to our Bilingual Program in Chinese, students take ESL classes, Bilingual Content-area classes and Native Language Arts classes (for 245 minutes of weekly instruction). For 2010 - 2011 there is one section of beginning level NLA, one section of intermediate level NLA and one section on the advanced level. According to the Transitional model of Bilingual Education, the amount of English used in Bilingual

content area classes increases as students advance in proficiency (during the first year, the percentage of Native Language to English is approximately 80% to 20%, during the second year, the percentage used is approximately 60% Native Language to 40% English and during the third year approximately 20% Native Language to 80% English).

3. In the Free-standing ESL Program ELLs are grouped heterogeneously in content-area classes in Mathematics, Science, Social Studies and Technology with instructional support. Students are provided with bilingual glossaries and bilingual dictionaries. Teachers use differentiated instructional strategies and scaffold instruction to meet the diverse needs of our ELLs. Audio-visual resources are used to enhance the teaching and learning of ELLs. In the Chinese Bilingual Program content-area classes are taught in Chinese and English according to the Transitional Model of Bilingual Education. In content-area bilingual classes, more of the native language is used at the inception of instruction; including cooperative learning and implementation of QTEL strategies and methodologies. As students become more proficient in English, a transition is made to the use of more and more English as the language of instruction. These courses are infused with academic rigor to maximize the potential of bilingual students to develop higher-order thinking skills in English and their native language.

4. At Dewey, instruction is differentiated for ELL subgroups in the following ways:

a. Students designated as SIFE receive peer tutoring and small group instruction. Additional one-on-one support is offered in the ESL Resource Center. SIFE ELLs are programmed in the fall and in the spring in off-track ELA Regents preparation classes. In these classes teachers differentiate instruction according to the learning rates and styles of SIFE students. Audio visual materials are used in ESL, Bilingual and ESL and Bilingual content-area classes. Students are referred to the Pupil Personnel Team for interventions. Consistent and ongoing outreach is made to parents. Students have equal access and opportunity to participate in Title III Saturday and After-school programs as well as College Now classes. Bilingual, ESL, NLA and content-area teachers attend Professional Development workshops to discuss strategies and necessary interventions. A common planning team and ARIS Inquiry Teams have been implemented for Professional Learning Communities to address SIFE issues. The unique features of the school include an extended day for students to work with teachers in small groups for independent study projects. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. Dedicated bilingual and ESL counselors are provided for these students.

b. There are many systems in place for Newcomer ELLs. Each newly-arrived ELL is paired with a “buddy”/peer tutor to help students negotiate their lives in a new English-speaking community. Two ESL assemblies (one for 9th and 10th graders and another for 11th and 12th graders) take place during September and October. During these assemblies, newcomers become familiarized with the school staff, school regulations, course requirements and assessments. In November a special luncheon is held for newly-arrived ELLs when they meet one-on-one with student tutors and personnel who will assist them throughout the year. Classroom teacher differentiate instruction. Small group instruction is conducted as well as one-on-one support in the Second Language Resource Center. Bilingual, ESL, NLA and content-area teachers attend Professional Development workshops to discuss strategies and necessary interventions. A common planning team and ARIS Inquiry Teams have been implemented for Professional Learning Communities to address Newcomer issues. The unique features of the school include an extended day for students to work with teachers in small groups every day, for independent study projects. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. ESL teachers are available to assist students with classwork, s\preparation for the ELA Regents, as well as for NYSESLAT preparation. Dedicated bilingual and ESL counselors are provided for these students.

c. For ELLs receiving service 4 to 6 years we apply for extension of services to support these students in their efforts to learn English and

meet with academic success. In order to assist students in reaching proficiency in all four language modalities we implement a variety of instructional strategies and methodologies in both the ESL and the Chinese Bilingual programs. These include the following: peer tutoring, small group instruction in ESL and ESL and Bilingual content-area, before, during and after-school, use of audio-visual materials, ongoing and consistent PPT intervention and parental outreach, Title III Saturday and After-school Programs, College Now classes. Bilingual libraries are utilized in classrooms, the Second Language Resource Center and the Dewey Library. Bilingual, ESL, NLA and content-area teachers attend Professional Development workshops to discuss strategies and necessary interventions. A common planning team and ARIS Inquiry Teams have been implemented for Professional Learning Communities to address the issues of ELLs receiving services for 4 to 6 years. The unique features of the school include an extended day for students to work with teachers in small groups for independent study projects. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. Dedicated bilingual and ESL counselors are provided for these students.

d. John Dewey's current program serves 115 long-term ELLs. This population consists of 52 LTEs in the Chinese Bilingual Program and 63 in the Free-standing ESL program. Long-term ELLs constitute 20% of our total ELL population. In ESL, ESL-content-area, Bilingual content-area and NLA classes, bilingual and ESL strategies and methodologies are used to instruct these students. Differentiated instruction is provided in each class to accommodate the learning styles and learning rates of these students. Where applicable, technology is used to enhance instruction. Small group instruction provides interaction between LTEs and teachers on a daily basis. The unique features of the school include an extended day for students to work with teachers in small groups for independent study projects. Resource Centers in each department are equipped with reference materials, the latest computer technology and pedagogical staff. Dedicated bilingual and ESL counselors are provided for these students.

e. For ELLs with special needs we provide a variety of services. Currently 31 ELLs have been designated as students of Special Education. There are 10 in the 9th grade, 8 in the 10th grade, 5 in the 11th grade and 8 in the 12th grade. These ELLs are provided with related services as indicated on their IEPs, small group instruction, have access to Title III Programs. At the beginning of the year, each teacher receives a flash-drive with the IEP's for each Special Education student. This enables the teacher to differentiate instruction to address each student's individual needs. Classroom teachers also work with Special Education paras to facilitate adaptation of instruction to the needs and abilities and modalities of these students.

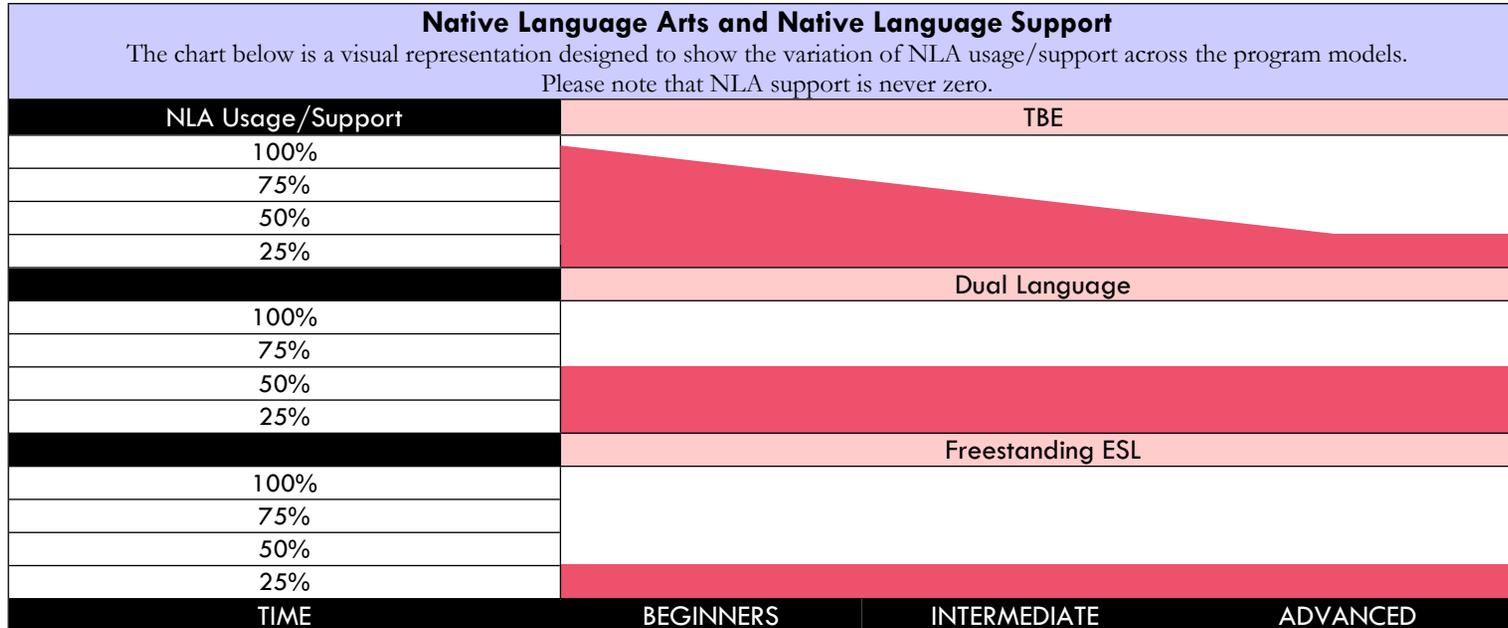
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

5. Targeted Intervention Programs for ELLs: All classroom instruction is delivered in English, with the exception of bilingual classes in Social Studies, Science and Mathematics, in which instruction is delivered in English and Chinese.

ELA—Through the Title III Saturday Academy we continue to address the needs of ELLs who are not advancing in levels (especially in reading and writing as indicated on the NYSESLAT Modality Report) by infusing more rigor into the courses. In addition to the beginning level of instruction, we created a low-intermediate and a high-intermediate class. We will continue with these efforts in the current school year. To support instruction in these classes, we purchased the Heinle / Cengage Explorer Series, a content-based reading series with an audio-visual component, integrating culture, science, social studies, travel and adventure. We infused literature into the high-intermediate course to lay a foundation for the ELA Regents Examination. We will continue to infuse cultural literacy through trips to the theater in Manhattan and the Brooklyn Botanical Gardens. As the Title III Saturday Academy only services students on the beginning, low intermediate and high intermediate levels, the Title III After-School Academy we will continue to offer a class for students who have scored at the advanced level of NYSESLAT. Transitional ELA classes for students who have attained proficiency on the NYSESLAT or LAB-R are geared toward facilitating the transition process and the development and sharpening of skills. There are separate classes focusing upon communication, literature and writing. There are English classes for Advanced ELLs which reinforce the skills of listening, speaking, reading and writing. Additionally, there are after-school tutorials for ELLs in preparation for the ELA Regents. Examples of specific supports for the English seminar class are:

teacher-student conferences, adaptations in pacing, format of test questions and presentation of lessons (for example: repetition, lessons generated from errors/deficiencies exhibited in writing, in-class step-by-step lessons rather than assignments). As mentioned earlier, a newly-formed Pupil Personnel Team will design strategies and interventions for ELL sub-groups. We will continue to use the results of the ELL Predictive Assessments (fall and spring) to inform instruction for ELLs in the skills areas for NYSESLAT and Regents Examinations. Content-Area--In the ESL and Bilingual content-area classes teachers use a variety of scaffolding and differentiated instructional methodologies to make content more accessible to ELLs. In the Chinese bilingual content-area classes teachers provide native language support in the four language modalities. Visual and auditory resources are used. Additionally, teachers use a variety of graphic organizers, concept maps, strategic groupings, brainstorming activities. Teachers are also trained in QTEL strategies.

Mathematics--With regard to mathematics instruction, the Mathematics Department instituted a band and a half class for the ELL Integrated Algebra. This structure enables these students to take higher-level mathematics in the future. The additional time each cycle vs. the six-cycle time frame was well received by the students. There was a 90.9% passing rate on the Integrated Algebra Regents Exam in these classes. We also added a band and a half class in Integrated Geometry for ELLs. As in all subject areas, special attention is given to strategies to increase ELL attendance, credit accumulation and student participation and achievement in scheduled Regents Examinations.

Science--With regard to targeted intervention programs for ELLs in Science, science teachers are helping these students develop literacy skills, listening skills and study skills. In order to ensure that ELLs develop solid literacy skills, teachers provide students with key science words presented visually on the board and on word walls with definitions; provide essential science vocabulary in advance; provide visual cues such as pictures, charts and graphs so that students can extract meaning from material. Additionally, teachers use graphic organizers to visually plot complex material. They lead students to identify the key points of the lesson and verbalize them in English. Hand-on activities are used to reinforce concepts. Science teachers pair ELLs to increase involvement with one another. Teachers help students develop listening skills by presenting information and directions both verbally and visually; increasing reading aloud from content-specific texts and readings in each lesson, modeling the pronunciation of difficult words in the lesson and having students repeat vocabulary. Science teachers help ELLs develop study skills by encouraging them to use textbook features such as captions, bold type and italics. They also encourage students to practice study questions in the text and in online sites that have an audio component. Students are prepared for in-class exams and Regents through the use of review materials which use all learning modalities. Students are encouraged to re-write class notes and vocabulary words every night.

Technology--With regard to technology, Basic Apple Macintosh Computer MAC Skills and Basic Graphic Design Skills are offered to ELLs. Instruction utilizes visual aides to motivate creativity. We have infused technology into the Title III Saturday Academy. Students increase their word processing, writing and editing skills, as well as learn how to increase efficiency when using the Internet to gather information.

Social Studies--curricular interventions focus on listening and reading comprehension skills in alignment with NYSESLAT. Whole study groups focus on specific literacy needs of ELLs. Different groups for each grade level focus on the various components of NYSESLAT. They discuss cross-curricular strategies to be used to promote development in Global Studies and U.S. History and Government.

6. We continue to provide transitional support for ELLs reaching proficiency on the NYSESLAT in the following ways. On all Regents examinations students are provided with extended-time the use of bilingual glossaries and dictionaries, translated versions of examinations wherever possible for up to two years. Bilingual glossaries and dictionaries are used in the classroom. Transitional ELA classes for students who have attained proficiency on the NYSESLAT or LAB-R are geared toward facilitating the transition process and the development and sharpening of skills. We continue to support former ELLs in ELA and the content-areas. Former ELLs are offered one ESL content-area class by choice and guidance assignment. These students are provided with extended test accommodations for two years. They are also supported through our Title III Saturday and After-School Regents Preparation Academies. Additionally, they are enrolled in our College

Now Program sponsored by Kingsborough Community College.

7. New Programs--In addition to the instructional supports and interventions described above, the ESL Department under the supervision of the Assistant Principal analyzed NYSESLAT and ELA Regents Cohor data and identified target groups in need of additional instructional support. This fall 2010 term we created five new ESL classes to address the needs of ELLs who are not making gains, specifically those who have remained at the intermediate level, ELLs who have remained at the advanced level for three years and ELLs who have repeatedly failed the ELA Regents or who have not yet sat for the ELA Regents. In conjunction with the A.P. Pupil Personnel and the LAB-R/NYSESLAT Coordinator we initiated ELL assemblies last year. This year we are continuing to implement this successful practice. This year in alignment with the new initiative to have ninth grade clusters, we have tailored our assemblies to accommodate to the grades. To date, we have conducted two assemblies (grades 9 and 10; grades 11 and 12). Ninth grade ELLs were familiarized with the school's ESL/Bilingual support team as well as key personnel in the building. Students on all grade levels were also given an overview of the assessments that they will be given in ESL and in subject-area classes. This year the Foreign Language and ESL Honor Society and Finance Academy students will serve as peer tutors in classes and in the Resource Center to enhance the capacity of the peer tutoring program that we instituted last year. One of the goals of the newly-formed cluster academies is to have common planning time for teachers to coordinate work, to share best practices to be used in small learning communities and to support academic skills and literacy. Each cluster has dedicated teacher, guidance counselors and Assistant Principals to monitor attendance, instruction and assessment. Our ELLs will benefit from the newly-implement ELL "Cluster E" Academy. In order to support ELLs who are not making gains on NYSESLAT, we are implementing new classes to provide intensive skills instruction. We also intend to create a ELA Regents-Prep class for students who has repeatedly failed the ELA Regents. We have also applied for an grant for our Long-Term ELL population. This grant, if implemented, will provide substantial instructional and technological support to this population.

8. No programs or services for ELLs will be discontinued.

9 We ensure that our ELLs are provided equal access to a broad range of school programs. They are participants in the Computer Science Institute, the Academy of Finance, all Advanced Placement classes, all Foreign Language classes (in Chinese, French, Italian Russian and Spanish), all extra-curricular activities (including participation on the ESL Department publication, Polyglot) and all supplemental services including Saturday and After-School Academic programs. We also offer programs to assist newly-enrolled ELLs before the beginning of the school year such as the CUNY ELL Summer Academy, which enables students to receive credit in English and Physical Education and student orientation in May and September. In the English Department, ELLs may take an Oral Interpretation class after passing the ELA Regents. College Now Basic Writing is also available to ELLs who are upper Sophomores, Juniors and Seniors.

10. To support instruction in ESL and ESL content-area classes, we use a wide variety of age-appropriate instructional materials and have incorporated additional technology. These include textbooks, workbooks, novels, plays, short stories and poetry, in English and Chinese, adapted novels and audio texts. In ESL we have added Heinle/Cengage Mainstream text books on the Beginning, Intermediate and Advanced Levels. We have also added the Explorer (National Geographic) Series of texts and audio-visual materials for our Saturday Academy. To assist students with decoding and phonetic difficulties, our inventory also includes the Heinle Intervention Phonetics K. There are native language libraries in French, Russian, Urdu and Spanish. These are located in the Foreign Language Resource Center as well as in the school library. Each Resource Center at Dewey is equipped with computers. In addition ELLs have classes in the computer rooms and teachers of ELLs have access to SMART Boards and Computers on Wheels.

11. Native Language Arts instruction in Dewey is provided in the Chinese Bilingual Program. Instruction is provided in Mandarin at the Beginning, Intermediate and Advanced Levels, by a teacher who is fully licensed in Mandarin Chinese. Bilingual Instruction in Chinese in Content-Area classes is delivered in Social Studies, Science, Mathematics and Technology.

Additional support is given: (see also p. 65 LAP, Appendix 2)

- Welcome meetings are held in the Fall and Spring with translated services
- School correspondence and parental outreach are delivered in Native Language
- Title III Parent Information and Parent Involvement Evenings are held in Native Language with the support of Bilingual Chinese Guidance Counselor.

- Peer tutoring assists students in Bilingual and ESL Content-Area classes.
- Bilingual Chinese Counselor programs students four times a year.
- Title III After-School tutoring (Spring) for Bilingual Science, Social Studies, Mathematics

In the ESL and ESL Content-Area classes, Native Language support is given in the form of dictionaries and glossaries. Our Foreign Language Resource center and the School Library possess Native Language collections. Peer-tutors from our Honor Academies assist students in Native Language as well as in English. Many staff members at Dewey are multi-lingual, so they too provide support to Native Language speakers.

12. Required services support and resources correspond to ELLs' ages and grade levels. Our newly-implemented 9th grade Academies will help students to make the adjustment between middle school and high school, by focusing on basic skills, such as organization and note-taking. Our teachers and staff in the ELL Academy work as a dedicated team on instructional and guidance concerns for all ELLs.

13. In order to assist newly-enrolled ELLs before the beginning of the school year a variety of activities take place. These include the following: June and August Orientations for parents and students with the Principal, Assistant Principals and Bilingual and ESL counselors and the Parent Coordinator. During the Summer School Session students are given access to the CUNY Program in ELA and Physical Education. In September, ELL and their parents/guardians are invited to another evening orientation session.

14. ELLs are offered access to a full range of foreign language classes in Chinese, French, Italian, Russian and Spanish. ,

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. John Dewey High School is dedicated to the consistent improvement of teaching and learning through ongoing professional development. All staff including paraprofessionals, secretaries, school psychologists and parent coordinator serving ELLs receive professional development through a variety of venues; including staff development days; especially Election Day, Brooklyn-Queens Day, Regents weeks in January and June, training from Soeurette Fougere, Network 305, the ELL Compliance/Performance Specialist, QTEL training, training by the LAP Team, in-house workshops, BETAC workshops, professional learning communities, monthly departmental meetings, inter classroom observations and inter visitations and on-site UFT Teacher Center workshops throughout the school year. The Assistant Principal of the Second Language/ESL Department makes outreach to the Mathematics, Social Studies and Science Departments in order to better serve the needs of our ELL population. ESL strategies and methodologies are turn-keyed to content-area teachers as teacher teams meet and articulate. The AP Second Languages and the AP English articulate on a consistent basis to ensure the progress of ELLs in classes as well as on assessments. The Assistant Principals and teachers of ELLs in the Math, Science, ELA and Social Studies Departments work with the AP of Second Languages in sharing best practices in order to serve our ELL population as effectively as possible. Articulation is on-going between teachers and Guidance Counselors. Student work and teacher observations will serve to reflect the outcomes of professional development. We shall focus our efforts on the following ongoing and new topics:

- NYSESLAT Administration, testing and scoring
- SIFE/Long-Term ELL Grant Writing Workshop
- BESIS
- Grant writing workshop
- Implementation of ESL strategies and methodologies in content-area classes for ELL
- Implementation of the Principles of Learning with special emphasis on Academic Rigor and Student Self-Management of Learning.
- Training in Academic Language and Literacy

2. In order to assist ELLs to transition from middle school to high school, the newly-implemented Cluster “E” Academy for 9th graders work in conjunction with the other cluster academies. Through these academies ELLs will receive instructional and guidance support. Teachers have common planning time to collaborate on student progress. Prior to the school year and again in September, we hold orientation sessions for ELLs and their parents/guardians. ELLs meet with key staff members are familiarized with school programs, upcoming assessments and policy.

3. At the beginning of each school year the Assistant Principal Organization meets with newly-hired staff to outline DOE and school policy and instructional programs for ELLs. The Assistant Principal ESL/Foreign Language provides ongoing ESL training throughout the year during professional development workshop as per Jose P.

E. Parental Involvement

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

1. Ongoing collaborative school-wide efforts ensure that considerable outreach is conducted to parents/guardians of ELLs. They have equal access and opportunity to attend Parent Association meetings and functions, as well as Title I, Title III and Part 154 venues. Agendas and attendance sheets are maintained. To date, our Spanish-speaking students have opted for the ESL program.; (were there sufficient numbers, we would be willing to offer a Bilingual Spanish program). To accommodate to this growing group, welcome sessions in the Fall and in the Spring are offered to Spanish-speaking parents to address interventions for “at-risk” students. Chinese Bilingual parent conferences in which various Dewey Bilingual staff members participate have fostered a collegial working community relationship channeled toward understanding the Standards and graduation requirements. In addition to workshops welcoming parents of newly-arrived ELLs and Spanish-speaking parents, outreach is made to all ELL parents in the Fall and the Spring terms under Title III, with the Second Language Department and the Pupil Personnel Services Department. Intergenerational workshops are offered to familiarize parents with technological tools available through the DOE website. Parents are invited to attend the Induction and Awards Ceremony for Foreign Languages and ESL in the Spring. As previously mentioned in this report, ongoing communication with parents of ELLs is an important component of our program and is conducted through phone outreach and multilingual informational bulletins, communiqués and letters. We continue to maximize our intervention services in order to ensure success for our ELLs on NYSESLAT. The AP Second Languages and the LAB-R/NYSESLAT/BESIS Coordinator visit all ESL classes to explain the importance of NYSESLAT, predictive assessments and the timeframe for each of the sub-tests to ELLs. In addition, they distribute multilingual letters in class for students to bring home to their parents. A second set of letters is mailed home to parents of ELLs. These letters provide an explanation of the importance of the NYSESLAT and predictive assessments as well as

provide the dates of each sub-test of NYSESLAT. We also conduct phone outreach. The AP Second Languages and the bilingual and ESL counselors host parent information sessions in the evening to inform parents of upcoming assessments and graduation requirements. Our parent community is apprised of our progress as a result of sustained informational and orientation activities. As a result, our students' language learning challenges are minimized, and their academic progress enriched.

2. Although John Dewey does not partner specifically with agents that target parents/guardians of ELLs, nevertheless, we do use general agencies in guidance for referrals and services for family support. These include the Arab American Family Support Center for Muslim families, the Asian American Federation, the Puerto Rican Family Institute, the Jewish Board of Family Services and the United Puerto Rican Organization of Sunset Park.

3. Throughout the year, parents communicate with guidance counselors in their languages. They receive written and oral (voice mail) communications in their languages as well. From these communications, we assess parent/guardian needs. All communications are in the parents' languages. We evaluate the needs of parents/guardians of ELLs both formally and informally through interviews, surveys and one-on-one phone outreach and meetings.

4. Parental involvement activities address the needs of ELL parents/guardians to assimilate into mainstream culture, to understand how to navigate the DOE's website, to understand school programs, graduation and diploma requirements, NYSESLAT, ELA and content-area Regents, and to learn technology. Through Title III, there are six evening parent/guidance sessions for parents of ELL's (parent involvement and parent information). We use translations from the DOE Translation Services Unit as well as from JDHS translation services (oral/written) provided by staff members.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										55	23	21	2	101
Intermediate(I)										58	89	42	43	232

Advanced (A)											32	40	30	26	128
Total	0	0	0	0	0	0	0	0	0	0	145	152	93	71	461

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										17	8	9	1
	I										38	31	27	25
	A										39	59	27	20
	P										34	42	23	25
READING/ WRITING	B										44	19	18	2
	I										58	86	42	39
	A										23	32	21	27
	P										3	3	5	3

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	113		74	
Math <u>Algebra</u>	142	84	118	77
Math <u>Geometry</u>	50	28	31	27
Biology				
Chemistry	14	1	7	1
Earth Science	55	33	33	26
Living Environment	141	90	93	82
Physics	2	4	2	3
Global History and Geography	98	58	63	54
US History and Government	54	28	39	27
Foreign Language	0	65		65
Other <u>Trigonometry</u>	3	7	3	6
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The school uses the following assessment tools to assess early ELL literacy skills:

- a. LAB-R
- b. Spanish LAB (administered to Spanish-speaking ELLs in addition to LAB-R)
- c. Chinese Reading test
- d. Teacher-generated pre-tests and exams
- e. Heinle Intervention Kit (phonics, Vision Series in classroom)

Data from these assessments determine the students' levels and class placement and drives teacher instruction.

2. A major goal of the ESL/Bilingual Program at John Dewey is to move students toward proficiency in English. To that end we make collaborative efforts to prepare students for the NYSESLAT, the Comprehensive ELA Regents and other content-area Regents Examinations. In the Spring of 2010, 425 ELLs took the NYSESLAT. An analysis of our NYSESLAT scores over the past four years indicates that Reading and Writing continue to be the major weaknesses of our students in both the ESL and Bilingual programs. A review of the NYSESLAT Data for 2010 for the entire ELL population indicates that the majority of John Dewey ELLs are on the Intermediate and Advanced levels across the grades. Of the 469 ELLs who took the NYSESLAT in June 2010, 91 scored at the beginning level, 226 at the intermediate level, 113 at the advanced level and 39 exited the program.

3. With regard to the modality analysis, most students in grades 9 through 12 scored at the advanced and proficient levels for listening and speaking. Reading and writing, however, continue to be problematic with most students scoring on the intermediate level. 28 ELLs have continued to score at the intermediate level for three consecutive years. 9 have regressed from the advanced to the intermediate levels. In order to help these students make gains we continue to differentiate instruction and offer instructional support for NYSESLAT through the implementation of a NYSESLAT skill support class at the intermediate level.. Teacher teams have been formed for ongoing articulation and the Pupil Personnel Team has targeted long-term ELLs for interventions. An ESL Literacy class has been added to further accommodate at-risk students. We hope to implement a grant for Long-Term ELLs to assist these students in their attempts to make gains on NYSESLAT. Three

teachers lead small group instruction for SIFE, Newcomer and Long-Term ELLs. The A.P. Foreign Languages/ESL Department and the A.P. English Department work together on instructional strategies and materials. Additional support is offered to ELLs through the ESL College Now writing class and after-school ELA Regents prep. We shall continue to emphasize challenging, student-centered structured group work and the implementation of scaffolded instruction to increase proficiency in all four language modalities in ESL, Bilingual and NLA classes. On all levels of instruction we use texts for grammar and structure, content and literature. Until students make gains on the NYSESLAT, they must remain on their current level of instruction. This has necessitated adjustments in course coding as well as in delivery of instruction. Teachers are currently writing courses of study reflecting differentiation of instruction to accommodate to the varied linguistic needs of English Language Learners on all levels of instruction. The ELL instructional texts and materials have been considerably amplified to address the needs of students repeating language levels. In order to improve scores, greater efforts are being made to differentiate instruction for students repeating levels of instruction. This has necessitated the purchase of new texts and the implementation of new courses of study for students on all beginning and intermediate levels and advanced levels.

4. a. Across proficiencies and grades ELLs on all grade levels need to make gains primarily in reading and writing. In terms of tests taken in English as compared to the native language, students overall performance in the native language exceeds their performance in English.
- b. School leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction. They look at the overall test results and at the individual proficiency breakdown to identify areas of need and target interventions.
- c. The results from Periodic Assessments enable the school to be better equipped to prepare ELLs for the NYSESLAT since specific skills deficiencies can be identified and addressed through the instructional program. Native language is used to help students transfer skills from L1 to L2.

5. N/A

6. At John Dewey High School we evaluate the success of our program in various ways. It will be seen in increased passing percentages in ESL, Bilingual, and NLA classes; increased participation rates and passing percentages on Regents Examinations; increased proficiency levels on NYSESLAT and participation rates; and increased participation in Title III Saturday NYSESLAT Academy and After-school tutoring programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barry Fried	Principal		
Madeline DiLorenzo-Coscia	Assistant Principal		
Kristine Gattuso	Parent Coordinator		
Xi Sun	ESL Teacher		
Rossitza D'Agati	ESL Teacher		
Zai Jin Chen	Parent		
Chung Chan	Teacher/Subject Area		
Virginia Gee-Sullivan	Teacher/Subject Area		
Antonella Tapino	Coach		
Fiordaliza Parziale	Guidance Counselor		
Shirley Wong	Guidance Counselor		
Randi Herman	Assistant Principal - Related Service Provider		
Barbara Puleo	Assistant Principal-PPS		
Joanne Mejias	Network Leader		

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for

implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 9 -12 **Number of Students to be Served:** 510 LEP 0 Non-LEP

Number of Teachers: 12 (tutoring), 10 (Professional Development), 4 (Saturday ESL Academy), 8 (Extended Day Program)

Other Staff (Specify): 1 Assistant Principal-Second Languages, 2 Guidance Counselors and 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At John Dewey High School, 21K540, approximately 540 English Language Learners in grades 9 through 12 are served through either Bilingual Chinese or through ESL classes. In order to enable English Language Learners to meet the challenging requirements for high school graduation, to meet with success during school Resource Center time and on Regents Examinations, and to grow in English

proficiency as tested on NYSESLAT and the Comprehensive English Language Arts Regents, we will continue to implement Title III Saturday and after-school programs for English Language Learners, grades 9 through 12.

A review of the NYSESLAT data for 2010 indicates that the majority of John Dewey ELLs are on the intermediate and advanced levels across the grades. Of the 469 ELLs who took the NYSESLAT in June 2010, 91 scored at the beginning level, 226 at the intermediate level, 113 at the advanced level and 39 exited the program. With regard to the modality analysis, most students in grades 9 through 12 scored at the advanced and proficient levels for listening and speaking. Reading and writing continue to be the weaker modalities in both the ESL and Bilingual Programs

NYSESLAT 2010

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										55	23	21	2	101
Intermediate(I)										58	89	42	43	232
Advanced (A)										32	40	30	26	128
Total	0	0	0	0	0	0	0	0	0	145	152	93	71	461

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										17	8	9	1
	I										38	31	27	25
	A										39	59	27	20
	P										34	42	23	25
READING/ WRITING	B										44	19	18	2
	I										58	86	42	39
	A										23	32	21	27
	P										3	3	5	3

Title III NYSESLAT Saturday Academy will be taught by three fully certified ESL teachers and one technology teacher to accommodate approximately 60 ELLs in grades 9 through 12, for 17 scheduled 3 hour sessions from November 13, 2010 to June 11, 2011 on the beginning, low intermediate and high intermediate levels. The following are the dates of the Saturday Academy: 11/13, 11/20, 12/11, 12/18, 1/8, 2/5, 2/12, 3/5, 3/19, 3/26, 4/2, 4/9, 4/30, 5/7, 5/14, 5/21, and 6/11. Since our NYSESLAT data analysis reveals that a majority of our ELLs are not making progress and advancing in levels on NYSESLAT and are deficient in reading and writing, we are focusing instruction on these critical needs areas. We have infused more academic rigor into our courses of study. The courses are portfolio-based enabling teachers to follow the progress of individual students over time, and students to self-monitor and revise writing samples over the course of the year. We shall continue to use a content-based reading series with an audio-visual component, integrating literature, culture, science, social studies, travel and adventure. We have infused literature into the high-intermediate course to lay a foundation for the ELA Regents Examination. Concurrently we shall offer 14 technology sessions from December 18, 2010 to June 11, 2011 (during which time the licensed ESL teachers will team-teach with the technology teacher to help students develop writing and word processing skills in order to lead them to be on a level playing field with their English-speaking counterparts. The dates of the technology sessions are as follows: 12/18, 1/8, 2/5, 2/12, 3/5, 3/19, 3/26, 4/2, 4/9, 4/30, 5/7, 5/14, 5/21 and 6/11.

We have also infused cultural literacy in this program through trips and cultural excursions. Our students will attend two Broadway plays, a trip to the Brooklyn Botanic Gardens, and a trip to the New York Aquarium. We shall have parent involvement on all trips. Students will gain cultural awareness on these trips. They will also be exposed to American culture and cultural life in New York City.

3 TRs x 3 hrs x 17 sessions x \$49.89 = \$7,633.17

1 TR x 3 hrs x 14 sessions x \$49.89 = \$2,095.38

Another group targeted for Title III funding for NYSESLAT preparation and intensive reading and writing skills development is our advanced ELLs. The rationale for this program is to lead students to exit the ESL program and transition into the mainstream. Special attention will be placed on vocabulary development to enhance students' reading and writing skills. This program will be offered on 17 two-hour sessions on Wednesdays from November 17, 2010 until June 8, 2011. The dates for the sessions are as follows: 11/17, 11/24, 12/15, 12/22, 1/12, 2/9, 2/16, 3/5, 3/16, 3/23, 4/6, 4/13, 4/27, 5/4, 5/11, 5/25 and 6/8. It will target approximately 30 ELLs and former ELLs. The classes will meet from 3:30 to 5:30 p.m. This program will be taught by fully licensed ESL teachers.

1 TR x 2 hrs x 17 sessions x \$49.89 = \$1,696.26

In addition to the regular school day Title III will fund a supplemental extended-day program to assist ELLs in the Foreign Language/ESL Resource Center. Eight fully certified ESL teachers will work with the entire ELL population to help students develop oral and written proficiency in English.

91 sessions per teacher and 30 minutes each session (45-1/2 hours). Monday through Thursday from 2:50pm – 3:20pm (364 total teacher hours)

8 TRs x 1/2 hr x 91 sessions x \$49.89 = \$18,159.96

Secretarial support is integrated into all of the Title III programs to ensure that students are receiving appropriate services throughout the year. There are many aspects to secretarial support ranging from maintaining updated Saturday Academy rosters, making phone outreach to parents, maintaining correspondence, program recordkeeping and payroll.

1 SY x 60 hrs x \$30.74 = \$1,844.40

TEMPLATE - MAY 2010

The Cohort data for the past four years indicates the necessity to increase the participation rate and passing percentages of ELLs on the Comprehensive English Language Arts Regents. In addition to the on-track ELLs, there are ELLs who are on the beginning and intermediate levels of study who will sit for this assessment. The Title III After-School Comprehensive ELA Regents Intensive Preparation Program will meet for three selected dates in January prior to the Regents Examination and three selected dates prior to the June administration of the exam. The dates for this program are the following: Monday, January 3, 2011, Monday, January 10, 2011, Monday January 24, 2011, Monday, May 23, 2011, Monday, June 6, 2011 and Monday, June 13, 2011. In these intensive sessions teachers will reinforce what students have been exposed to in the ESL program, infuse test-taking strategies into instruction and help students become more confident test-takers. The Title III After-School Content-Area Regents Preparation Program will consist of 10 two hour sessions during December and January / May and June 2010 - 2011 prior to the January and June 2011 administration of the content-area Regents Examinations. During the various sessions, a fully certified ESL teacher will rotate among the sessions to assist students in accessing the necessary content to lead them to success on the exams.

10 TRs x 5 hrs x 2 sessions x \$49.89 = \$4,989

A licensed supervisor will also be funded to implement, coordinate, and monitor this Saturday Institute. The supervisor will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, articulate between the official classroom teacher and the Saturday Institute teachers, and secure appropriate instructional and assessment materials.

1 SU x 57 hrs x \$52.21 = \$2,975.97

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All pedagogical staff serving English Language Learners must be equipped with special skills and methodologies in order to deliver quality, standards-based instruction. This will be achieved through their attendance at monthly departmental conferences, as well as through inter-visitations and demo lessons given by experienced teachers. The ELL Compliance/Performance Specialist also provides support to Bilingual, ESL and Content-Area teachers in the areas of lesson planning for differentiation, the implementation of scaffolding techniques for content-area teachers, the implementation of structured group work methodologies and curriculum mapping. Teachers and Assistant Principals are trained in compliance issues, sensitivity to special populations and in instructional strategies through various in-house professional development initiatives. Articulation is ongoing among the Principal, Assistant Principal, ESL, Assistant Principal, ELA, Assistant Principals, Content-Areas, Assistant Principal, Pupil Personnel Services and the Assistant Principal of Instructional Support Services, as well as the ESL teachers, bilingual teachers, content-area teachers of ELLs and the Bilingual and ESL guidance counselors. We are all striving for congruence, both departmental and school wide.

Through Title III funding we shall offer five two-hour after-school sessions of supplemental professional development to further train content-area teachers in ESL strategies and methodologies. The Assistant Principal of Foreign languages and ESL will assist teachers in

implementing ESL strategies and methodologies in lesson planning. The Assistant Principal of Pupil Personnel Services will familiarize teachers with guidance services and interventions and access to Community Based Organizations for extra support for English Language Learners. The ELL Compliance/Performance Specialist will increase the capacity of teachers to use data from various sources to deliver high quality instruction to ELLs. The sessions will be held on Wednesday, December 15, 2010, Wednesday, January 12, 2011, Wednesday, February 9, 2011, Wednesday, March 9, 2011 and Wednesday, April 13, 2011. The rationale for these sessions is to empower staff to deliver quality instruction to ELLs so that they can meet higher educational standards. The sessions will be conducted by the Assistant Principal, Foreign Languages/ESL and the LAB-R/NYSESLAT/BESIS Coordinator, The A.P. Pupil Personnel Services and the Community Learning Support Organization ESL specialist.

10TRs x 5 hrs x 2 sessions x \$49.89 = \$4,989.00

Parent Involvement Program

Parental outreach is an important component of our program. Bilingual parent conferences foster a collegial working community relationship channeled toward facilitating parents' assimilation into the mainstream so that they can more effectively lead their children to meet the challenges of their new country and school life. We offer two Title III parent programs. They are: Title III Parent Information, and Title III Parent Involvement Program. The informational sessions will be held on Wednesday, January 12, 2011 and Thursday, March 24, 2011. January 2011 from 6:30 to 8:30 p.m. Two bilingual counselors (Spanish and Chinese) and the Assistant Principal, Foreign Languages/ESL will conduct these sessions in Chinese, Spanish and English. In an informal setting in the Foreign Language Resource Center, refreshments will be served as the staff provides parents with pertinent information about student progress, assessments, standards, graduation requirements and aspects of everyday school life. The Parent Involvement Program will have four, two-hour sessions: Wednesday, January 19, 2011, Wednesday, February 9, 2011, Wednesday March 9, 2011 and Wednesday, April 13, 2011 from 6:30 to 8:30 p.m.

These sessions will be conducted by two bilingual (Chinese and Spanish) guidance counselors and the Assistant Principal, Foreign Languages/ESL in two computer rooms. Children may accompany their parents. These intergenerational workshops are offered to familiarize parents with technological tools.

Form TIII – A (1)(b)

**School: John Dewey High School
Title III LEP Program**

BEDS Code: 332100011540

School Building Budget Summary

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	\$7,633.17	<u>1026 Total Hours</u> 153 Teacher hours for Saturday ESL Academy (3 ESL Teachers) for 17, 3-hour sessions from November 14, 2009 through June 12, 2010; 3 TRs x 3 hrs x 17 sessions x \$49.89 = \$7,633.17

	\$2,095.38	42 Teacher hours for Saturday ESL Academy (1 Technology Teacher) for 14, 3-hour sessions from December 12, 2009 through June 12, 2010. 1 TR x 3 hrs x 14 sessions x \$49.89 = \$2,095.38
	\$1,696.26	46 Teacher hours for NYSESLAT tutoring (1 Teacher) 17, 2-hour review sessions, 1 TR x 2 hrs x 17 sessions x \$49.89 = \$1,696.26
	\$18,159.96	364 Teacher Hours (Extended Day Program for 8 ESL Teachers) 8 TRs x 1/2 hrs x 91 sessions x \$49.89 = \$18,159.96
	\$1,197.36	24 Teacher hours for Fall/Spring ESL/ELA After-School Tutoring (3, 2 hour sessions both in the Fall 2009 and Spring 2010 for 2 ESL teachers: January 6, 2010, January 13, 2010, January 20, 2010, May 19, 2010, June 2, 2010 and June 9, 2010.
	\$11,973.60	240 Teacher hours for 12 Teachers for 10 two-hour sessions of Regents Tutoring in Content-area in December and January /May and June 2010-2011. 12TRs x 2 hrs x 10 sessions x \$49.89 = \$11,973.60
	\$4,989.00	100 Teacher hours (10 Teachers) for 5, 2 hour Professional Development sessions: December 16, 2009, January 13, 2010, February 10, 2010, March 10, 2010, April 14, 2010. 10TRs x 5 hrs x 2 sessions x \$49.89 = \$4,989.00
	\$1,287.12	24 Guidance Counselor hours (2 Guidance Counselors) for Parent Programs; 2, 2 hour sessions per counselor for Parent Information Program, and 4, 2 hour sessions per counselor for Parent Involvement Program: January 13, 2010, January 20, 2010, February 25, 2010, March 25, 2010 and April 22, 2010. 2 GC x 2 hrs x 2 sessions x \$53.63 = \$429.04 2 GC x 2 hrs x 4 sessions x \$53.63 = \$858.08 Total: \$1287.12
	\$4,124.59	79 Assistant Principal ESL Supervisory hours (57 hours for on-site

		<p>supervision of Saturday Academy and Intensive ELA Regents prep), 12 hours for Parental Outreach and 10 hours Professional Development</p> <p>1 SU x 57 x \$52.21 = \$2,975.97 1 SU x 12 hrs x 452.21 = \$626.52 1 SU x 10 hrs x \$52.21 = \$522.10 Total: \$4,124.59</p>
	\$208.84	<p>4 Supervisory hours for Professional Development sessions lead by CLSO ESL Learning Specialist for teacher training in data Analysis</p> <p>1 SU x 4 hrs x \$52.21 = \$208.84</p>
	\$208.84	<p>4 Supervisory hours for AP Pupil Personnel for Professional Development sessions for teacher training in guidance interventions and services</p> <p>1 SU x 4 hrs x \$52.21 = \$208.84</p>
	\$1844.40	<p>60 Secretary hours (prepare postings, notices, payrolls, record keeping, type correspondence, type roster updates, phone outreach to homes, etc.)</p> <p>1 SY x 60 hrs x \$30.74 = \$1,844.40</p>
Purchased services		N/A
<ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials	\$9,304.48	Instructional materials, classroom supplies, workbooks for Saturday ESL Academy
<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		
Educational Software (Object Code 199)		N/A
Travel		
Other	\$11,175.00	<p>Food, trips for Saturday ESL Academy</p> <p><u>2 Broadway theatre trips</u> 1 trip for 100 students, teachers and parents @ \$60 per ticket.</p>

		<p>100 tickets x \$60.00 x 1 trip = \$6,000.00 1 trip for 40 students, teachers and parents @ \$60 per ticket 40 tickets x \$60.00 x 1 trip = \$2,400.00 Transportation/Refreshments for parents \$50.00 per trip \$50.00 x 4 trips = \$200.00</p> <p>60 NYC Aquarium tickets for 1 trip @ \$25.00 per ticket 60 tickets x \$25.00 = \$1500.00 Transportation/Refreshments for parents \$50.00 \$50.00 x 1 trip = \$50.00</p> <p>60 students Brooklyn Botanic Gardens (gratis) Transportation/Refreshments for parents \$50.00 \$50.00 x 1 trip = \$50.00</p> <p>Refreshments for 20-30 parents; six Guidance Parents' Evenings. (2 Parent Information / 4 Parent Involvement) 6 sessions x \$50.00 per session = \$300.00</p>
TOTAL	\$75,900.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

John Dewey High School serves over 540 English Language Learners. The six major language groups are: Arabic, Chinese, Spanish, French/Haitian-Creole, Russian, Bengali and Urdu. An examination was conducted using Dewey's internal data and feedback from the Dewey Community including meetings with the Instructional Team, the Assistant Principal, ESL/Foreign Languages, the LAB-R/NYSESLAT Coordinator, the Assistant Principal of Organization, the Assistant Principal of Pupil Personnel Services and the Language Allocation Policy (LAP) Committee.

We implement the translation plan for services for Parents of English Language Learners through the organization of a cohort of teacher and guidance personnel who offer oral and written translation services in five of the six major languages: Arabic, Chinese, Spanish, Russian and Urdu. We provide written translation of signs, letters and documents and oral translations through phone outreach, meetings, etc. for parents of English Language Learners speaking the following languages: Arabic, Chinese, French/Haitian-Creole, Russian, Spanish and Urdu.

Title III LEP funds provide for translation of school documents or provide oral translation at meetings: 5 staff members at Teacher per session rate for approximately 225 hours (45 hours each), 2 Secretaries for approximately 60 hours (30 hours each) totaling \$9,775. (PENDING BUDGET FOR 2010-2011).

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The following written and oral translation needs were identified:

- Parental support for student accountability and achievement from classroom teachers in Bilingual/ESL Content-Areas.
- Written notice to Parents of English Language Learners concerning PTA meetings, additional Bilingual/ESL Orientation Meetings beyond the mandated ones, parent meetings and support targeting the Spanish-speaking population as per Dewey's CEP.
- Parental letters modifying the readily-available translations from the DOE Translation Services Unit to Dewey's specific needs. These letters pertain to increased academic achievement on all mandated assessments, for example, the Comprehensive English Regents and NYSESLAT.
- Parental support and outreach provided by guidance personnel beyond mandated support.
- Parental support and outreach provided by the Parent Coordinator.

- Secretarial support to facilitate recordkeeping, payroll, etc.
- Oral communication with parents of English Language Learners on a regular basis with ESL/ELA, Bilingual and ESL Content-Area teachers regarding student attendance, accountability and achievement.
- Translation services for parent/staff meetings during the evening or on weekends.
- Signage throughout the building, especially in the Dean's Office, Guidance Wing, Main Entrance, Nurse's Office, Foreign Language Office and the Office of the LAB-R/NYSESLAT Coordinator.

Part B: Strategies and Activities

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

In-house staff will translate the following into the five major languages:

- Letters to parents ESL, ELA, Bilingual and Content-Area teachers regarding student attendance, homework, class work and achievement.
- Letters to parents informing them of upcoming assessments.
- Letters to parents regarding Dewey events and Dewey Programs:
 - Parent/Teacher Conferences
 - ELA Regents and Graduate Requirements
 - NYSESLAT Testing Dates
 - PTA Meetings
- Parent contracts in the various departments.
- Title III Parent Letters with Dewey modifications.
- Translation of Pupil Personnel Services *Parent Handbook* with Dewey information.
- Letters from the Parent Coordinator inviting Parents of English Language Learners to school events.
- Translation of the SQR
- Translation of the School Learning Environment Survey
- Additionally, we use the services of the Translation Services Unit of the DOE for ongoing translations of pertinent letters and documents in nine languages: Arabic, Bengali, Chinese, French, Haitian-Creole, Punjabi, Russian, Spanish, Urdu.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In-house staff will make the following oral outreach to parents of English Language Learners in the five major languages before and after-school, and on weekends:

- a. Phone calls regarding student performance and subject requirements.
- b. Oral translations during Title III parent meetings as well as other meetings with various staff members.
- c. Oral translations for Spanish-speaking parents regarding attendance and graduation requirements.

- d. Translators will record messages in the five major languages on the school phone messenger. Through phone calls information will be disseminated to parents regarding official classes, report card distribution, etc.
- e. Translation Devices for use during Parent Teacher Conferences and PA meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Section VII of the Chancellor's Regulations A-663 regarding parental requirements for translation and interpretation services, schools and central and LSO offices are responsible for providing each non English-speaking parent, whose primary language is not English, but who speaks a "covered language" with appropriate assistance in language services. Additionally, they are to receive written notification of their rights regarding translation services in the appropriate "covered languages", and instructions on how to obtain such services. John Dewey High School will provide such written notification in the five major languages. Also, in accordance with a Section VII we will post in a conspicuous location near the main entrance a sign in each of the languages indicating where a copy of such written notification can be obtained. The safety plan will be updated to reflect the language assistance services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	X	1,954,846	1,954,846
2. Enter the anticipated 1% set-aside for Parent Involvement:	X	19,548	19,548
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	X	*	
4. Enter the anticipated 10% set-aside for Professional Development:	X	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89.9% (from 2008-2009 data source)
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - Recruit teachers from Teacher Education programs and attend job fairs to help staff our school with appropriately licensed candidates for a specified license area, provide Professional Development for teachers not in certified license area, and encourage teachers to enroll in colleges/universities to obtain appropriate accreditation in specified license areas.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

John Dewey High School, in accordance with statutory requirements, asserts the following policies in its commitment to full and meaningful parent involvement for the success of our Title I School Wide Program. This School Parental Involvement Policy is in effect during school year 2010-2011.

1. The school will involve parents in regular and meaningful dialogue concerning student academic achievement and school program activities in a variety of forums including Parent Advisory Council (PAC) meetings, Parent Association (PA) meetings, School Leadership Team meetings, surveys, individual interviews, telephone conversations, email, and other written communication.
2. The school will facilitate parent participation by scheduling multiple dates and times for meetings, discussions, activities, and events at those days and hours deemed most accommodating to parents.
3. The school will utilize a variety of media and technologies to facilitate parental understanding of the program and its services and to maximize access to staff as well as personal development, assessment, feedback and planning opportunities. This will include a parent handbook, school website, mailings, monthly newsletter, Parent Resource Center, bulletin boards, phone calls, automated calls, email and personal contact.
4. The school will encourage, develop, and support parents in their roles as full partners in the education of our students with a range of workshops, seminars, and resources including content for the development of a strong decision-making and parent advisory capacity.
5. All program activities and procedures will be planned and implemented after meaningful parent consultation and input.
6. The school will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs and classes such as Introduction to Computer Internet, Microsoft Office Suite, and English as a Second Language, communicating with school personnel by the end of the school year.
7. A jointly developed School/Parent Compact will define the shared responsibility roles of parents, teachers, and students in supporting high student achievement and open lines of communication.
8. The school will provide parents with a full range of assessment opportunities and tools to maximize informed participation.
9. The school will designate a contact person for its Title I Program (Ms. Eileen Kaplan, AP Organization) who will be responsible for responding to all parental concerns about the use of Title I funds. The school parents will include the comments and criticisms of dissatisfied parents when submitting program-planning documents.
10. Through formal and informal survey, Parent Advisory Council (PAC) feedback, PA feedback, and School Leadership Team discussions, parents will be consulted in budgeting all Title I

parent-involvement specific reserved funds to maximize their actual impact on parent involvement.

11. The school will enlist community-based resources to facilitate the goals of parent involvement. The school will assist and support parents in discovering opportunities for parent involvement on a community, District, City Wide, State or Federal level.
12. The school will actively support parents with disabilities by providing the auxiliary aids and services of their choosing in order to facilitate their participation in program planning, assessment and implementation activities.
13. The school will provide parents with Limited English proficiency with a mix of written (where practicable) and oral translation services and English as a Second Language classes to facilitate their participation in all program planning, assessment and implementation activities.
14. These principals of parental involvement will inform every aspect of the school's Comprehensive Education Plan.
15. The school will convene an annual meeting to give parents information concerning Program activities and services; inform them of their right to be involved and discuss opportunities for and barriers to school level parent involvement.

SIGNATURES

Title	Print Name	Signature	Date
School Principal	Barry Fried		
UFT Chapter Chair	Robert Kanyuk		
PA President	Forbes Lynch		
SLT Chair	Rotating		
Parents			
Students			

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT

John Dewey High School and the parent or guardians of the students participating in activities, services, and programs funded by Title I, agree that this Compact outlines how we will share that responsibility for improving student academic achievement. The administration, faculty, staff, parents and students also agree that this Compact outlines the means by which we will build and develop a partnership that will help children achieve the State's high standards and 72% and above for the 4-year Cohort graduation rate.

This School-Parent Compact is in effect during school year 2010-2011.

SCHOOL RESPONSIBILITIES:

John Dewey High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - October 21th (evening), December 17th (afternoon), March 16th (evening), May 20th (afternoon)
- Initiate personal phone calls and letters concerning attendance; distribute report cards six times during the school year and use automated calls to notify parents and guardians of school events and student's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Available at Parent Teacher Conferences.
 - As requested through communications with the Assistant Principal of Supervision.
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

PARENT RESPONSIBILITIES:

We, as parents, will support our children's learning in the following ways:

- Support my child's learning while making education a priority in our home by:
 - » making sure my child is on time and prepared everyday for school;
 - » monitoring attendance;
 - » talking with my child about his/her school activities everyday;
 - » scheduling daily homework time;
 - » providing an environment conducive for study;
 - » making sure that homework is completed;
- Participate, as appropriate, in decisions relating to my children's education;
- Attend and participate in the Parent Advisory Council's meetings (at least four times a year), and parent conferences (at least two times a year), and various workshops during the school year. The schedule of meetings is as follows: October 13, 2010 November 9, 2010 December 7, 2010 April 5, 2010;
- PAC conferences are scheduled as follows: February 19, 2010 June 11, 2011;
- Promote positive use of my child's extracurricular and free time;
- Stay informed about my child's education and communicate with the school by promptly;

- Reading all notices from the school or the school district received by my child or by mail, email, or on the school’s website, and responding, as appropriate;
- Provide my child with a library card;
- Communicate positive values and character traits, such as respect, hard work and respect the cultural differences of others;
- Help my child accept consequences for negative behavior;
- Be aware of the rules and regulations of John Dewey High School and the New York City Department of Education;
- Support the school discipline policy;
- Express high expectations and offer praise and encouragement or achievement; Support parent participation in Title I funded Programs such as workshops, classes, and conferences;
- Make every effort to attend the four PAC parent meetings and two Parent conferences, and monthly PA meetings.

STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school’s and individual class rules of conduct;
- Follow the school’s dress code;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

SIGNATURES:

Title	Print Name	Signature	Date
School Principal	Barry Fried		
UFT Chapter Chair	Robert Kanyuk		
PA President	Forbes Lynch		
SLT Chair	Rotating		
Parents			
Students			

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Some of our priorities that we have identified and/or are currently addressing are:
 - Improve passing percentages on New York State Regents examinations for all students, including but not limited to, English Language Learners (ELL), Instructional Support Services (ISS) students and Level 1 students with the additional Title I funding.
 - Provide increased opportunities for all students to participate in Enriched and Enhanced Instructional Programs in all subject areas with the additional Title I funding.
 - Provide increased student support to improve our 4-year Cohort graduation rate to 72%, increase the daily student attendance rate to 90%, decrease the number of school incidences by 10% and increase student participation in social development and intervention service programs with the additional Title I funding.
 - Increase parental involvement and participation at Parents Association (PA) meetings and functions by all parents of the entire student population of John Dewey High School by 10%, including but not limited to parents of our “at-risk” ELL, ISS, and Level 1 students for John Dewey High School sponsored activities, workshops and events with additional Title I funding.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - We offer an Extended Day Program and have Resource Centers to provide students with small group instruction during the day, provide a Credit Recovery program during the school day through Internet-based learning systems, DISK projects, Resource Center prescription packets, PM School & Saturday Academies and Summer School.
 - We provide Advanced Placement, enriched and Honors courses in a variety of subject disciplines and offer college level courses through a partnership with a local college to provide students with the opportunity to earn college credit while in high school.

- To meet the needs of historically underserved populations, teachers use collaborative and data informed processes to set measurable and differentiated goals for student subgroups and students in need of additional support. We try to increase participation in subjects and electives that are not usually taken by certain historically underserved populations by announcing the availability of these courses through Course Selection Day, assemblies and flyers distributed throughout the school.
 - We address the needs of low academic achieving students and those at risk for not meeting state standards by providing special programs such as Dewey Success, Literacy and GPS that address the particular needs of this population. These programs include counseling, pupil services, student achievement celebrations and intense parental involvement.
3. Instruction by highly qualified staff.
 - Assign classes to those teachers in the appropriate certification areas. Provide differentiated instruction and other active-learning and student-engaging lessons to students. Offer reduced-class size to at-risk groups (Literacy, hold-over 9th graders, attendance-deficient students, etc.)
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - The school provides professional development opportunities that are aligned with school goals, promote independent and shared reflection and enables teachers to improve learning outcomes. We provide and seek Professional Development opportunities for teachers in improving pedagogical skills, implementing more collaborative learning strategies, incorporating more differentiated instruction techniques into the classroom, attending sessions to support staff to assist students in adapting and coping with high school, study skills, organizational skills, etc.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Recruit teachers from Teacher Education programs and attend job fairs to help staff our school with appropriately licensed candidates for a specified license area, provide Professional Development for teachers not in certified license areas and encourage teachers to enroll in colleges/universities to obtain appropriate accreditation in specified license areas.
 6. Strategies to increase parental involvement through means such as family literacy services.
 - Improve parent communication to enable them to collaborate with the school to support student learning including correspondence through letters to parents (English and translated copies), Global Connect phone calls, parent newsletters, school presentations at monthly PA meetings, Web page postings, E-mails, PA announcements to staff and students, and Principal's letter to parents. In addition, provide parent workshops in the areas of Cyber-bullying, Internet Safety, and Technology for Parents and help families to use tools (including ARIS Parent Link) to understand student performance.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - N/A
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- The Data Specialist shares data such as academic performance on statewide exams. Teams of teachers and individual teachers gather and analyze data that creates a clear picture of student learning. They develop expertise in selecting and designing assessments to gather and analyze classroom data to identify areas of need to differentiate instructional strategies. Teachers will analyze all available information in examining strengths and deficiencies in our instructional program. Teacher teams will record their findings, share results and evaluate program successes. Assistant Principals and department members will present this information to the School Leadership Team. The SLT will use this information to develop the upcoming year's CEP.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Academic Intervention Services (including additional half-band classes) will be provided for students who experience difficulty in reaching Mastery or have difficulty in attaining highly proficient levels. Resource Center projects and individualized instruction in the Resource Centers provides students with opportunities within the school day to better prepare themselves for classwork, homework assignments and test preparation. Small group instruction provides students with additional opportunities to progress toward mastery in the content areas.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We hold SES provider fairs, establish CBO or partnerships with organizations to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			\$1,954,846	✓	15 - 50
Title II, Part A	Federal						
Title III, LEP	Federal	✓			\$75,900	✓	18-19, 21, 25, 30, 33-35, 48-49
Title IV	Federal						
IDEA ARRA-CTT	Federal	✓			\$74,442	✓	30-32
Tax Levy	Local	✓			\$9,847,347	✓	15-50

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;N/A
4. Coordinate with and support the regular educational program;
N/A
5. Provide instruction by highly qualified teachers;
N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A
7. Provide strategies to increase parental involvement; and
N/A
8. Coordinate and integrate Federal, State and local services and programs.
N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: CA Year 2 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

AWAITING ESCA RESULTS FROM Learning Points Associates (LPA)

- We failed to make AYP in ELA in the following sub-groups: Black or African American, White, SWD, LEP and Economically Disadvantaged. We failed to make AYP in Mathematics for All Students and in the following sub-groups: Black or African American, White and SWD. Each sub-group had a lower than average attendance rate and a higher number of LTAs as contributing factors to the cause of this identification. Attendance for these sub-groups declines between grades 9 and 12, therefore, these students do not progress to the next grade levels. These sub-groups also compose a higher than average Level 1 and Level 2 students in ELA and Mathematics upon entering high school.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - The School Data Inquiry Team has two focus groups. The first focus group is the Hispanic/Latinos and African Americans/Black students who scored in the lowest third on the 8th grade ELA proficiency exam. The Inquiry Team will identify these 9th grade students in need and use data to set annual and interim goals for these subgroups. Teachers will analyze data to supply additional support and set differentiated goals to accelerate learning and set them on path to mastery and reaching their potentials. In addition, research various instructional practices that will be recommended to staff for implementation in the classroom.

School Under Registration Review (SURR)

- The second focus group is the 4th and 5th year students. The goal for this group is credit accumulation and graduation. The inquiry Team will identify students in this cohort who are not on track and special attention will be paid to see that these students accumulate credits. Data will be used to set interim goals to accelerate learning and credit accumulation. Particular attention will be paid to students who are lacking in either a Regents area or a Physical Education class. The Inquiry Team will work closely with parents and guidance staff in order to achieve success. We will make more frequent school-to-home contact will be made by using Bilingual and ESL staff and translation services to better communicate with all parents. Guidance staff will use ARIS and ATS to monitor attendance and credit accumulation. We will continue to research and strategize different methodologies and venues to ensure that this classification is no longer applicable.
- Professional Learning Communities (PLCs) will examine data to track progress and adjust plans and goals for student subgroups and targeted students during the course of the school year. These will include departmental teacher teams by subject discipline, grade-level teams, at-risk population teams (Literacy and Dewey Success groups), etc. Information will be shared within the communities, departments and at SLT meetings.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Areas for Professional Development will include, but not be limited to:

Analyzing School Data; Differentiated Instruction; Effective Management of the Resource Centers and the Classroom; Effective Instruction for ELLs; Student Engagement in the Classroom; School Safety & Security; Assessing Student Work; Addressing Sensitivity Issues: Teacher-Student, Student-Student; PPT, IEPs and SAT; Addressing Literacy and Numeracy Needs.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Meet with intern on a daily basis
 - Discuss instructional and classroom management techniques
 - Maintain log to be submitted to Assistant Principal
 - Conduct demonstration lessons for intern
 - Conduct classroom inter-visitations
 - Observe intern and provide professional feedback

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Phone messages, web page updates, flyers and e-mail messages are sent on a regular basis, informing staff and parents of the school's current status and the importance of meeting the goal percentage to receive Title I funding and about SWP. Translations are provided for various documents.
 - The School Leadership Team worked collaboratively to disseminate information to their respective constituents concerning School Wide Programs (PA meetings, faculty conferences, department conferences, UFT meetings).
 - The Parent Coordinator is available on a daily basis to receive phone calls or meet with parents concerning the School Wide Program proposal. In addition, she arranges for translations when necessary.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
N/A	N/A	N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - 12 students in Temporary Housing as of 10/29/10.
2. Please describe the services you are planning to provide to the STH population.
 - Upon admission to the school, the McKinney-Vento Residency questionnaire along with the McKinney-Vento Homeless Assistance Guide for Parents is distributed to the parents. In addition, both the questionnaire and guide are distributed to any student informing the school of any change in address. Upon completion of the questionnaire, the Pupil Accounting Secretary identifies any student classified as homeless or in temporary housing. The Information is entered on ATS through UPCO or BIOS screen functions.
 - Upon completion of enrollment, various services are provided to the STH population:
 - a. Provide for the students' physical needs for clothing, PE uniform, school supplies, free meals and free transportation.
 - b. Refer them for tutoring/academic intervention for students in need.
 - c. Take students on educational trips (e.g. college visits to expose them to college life) to motivate and enrich their lives
 - d. Designated Guidance counselor who acts as liaison with the other staff to meet all the students' needs.
 - e. During this year, additional support (counseling, etc.) was provided to new students admitted as a result of the Haitian earthquake disaster.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	John Dewey High School					
District:	21	DBN:	21K540	School		332100011540

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.8	87.1	89.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.8	94.4	93.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		37.6	45.0	55.9
Grade 8	0	0	0				
Grade 9	1199	1010	808	Students in Temporary Housing - Total Number:			
Grade 10	937	889	800	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	413	497	516		11	42	103
Grade 12	422	358	489				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	2972	2756	2614	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					114	110	60

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	151	111	92	Principal Suspensions	285	198	204
# in Collaborative Team Teaching (CTT) Classes	61	76	77	Superintendent Suspensions	44	28	22
Number all others	90	77	73				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	140	181	TBD	CTE Program Participants	N/A	778	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	248	274	TBD
# ELLs with IEPs	15	37	TBD
Number of Teachers	155	154	142
Number of Administrators and Other Professionals	49	48	38
Number of Educational Paraprofessionals	0	1	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	242	260	521	% fully licensed & permanently assigned to this school	98.8	99.4	98.6
				% more than 2 years teaching in this school	86.3	83.1	91.5
				% more than 5 years teaching anywhere	75.2	78.8	93.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	97.2
American Indian or Alaska Native	0.5	0.4	0.4	% core classes taught by "highly qualified" teachers	90.4	89.9	96.7
Black or African American	30.6	32.2	30.9				
Hispanic or Latino	20.8	20.1	20.3				
Asian or Native Hawaiian/Other Pacific	33.4	33.9	36.5				
White	14.6	13.2	11.9				
Male	47.0	47.7	49.1				
Female	53.0	52.3	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						v
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				vsh	X	v	61
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				vsh	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				X	X	
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	55.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	10	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	32.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf