



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN DEWEY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K540

PRINCIPAL: BARRY FRIED **EMAIL:** BFRIED@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barry Fried	*Principal	
Robert Kanyuk	*UFT Chapter Leader	
Deidre Titus	*PA President	
Chantel Mason	Student Representative	
Honora Dash	Member/Administration	
Bryan Hall	Member/Teacher	
Bonnie Altman	Member/Teacher	
Marlyne Daniel-Paul	Member/Teacher	
Liz Bouiss	Member/Teacher	
Shari Weiss	Member/Teacher	
Mariette Faustin	Member/Parent	
Carol Smith	Member/Parent	
Sven Shuffler	Member/Parent	
Maria Garcia	Member/Parent	
Vacancy 1 (<i>seat to be filled pending elections on 12/14/11</i>)	Member/Parent	
Vacancy 2 (<i>seat to be filled pending elections on 12/14/11</i>)	Member/Parent	
Vacancy 3 (<i>seat to be filled pending elections on 12/14/11</i>)	Member/Parent	
Shataya Watford	Member /Student	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By the end of the 2011-2012 school year, the 4-year Cohort graduation rate will increase to 72% as evidenced by the Graduation Rate based on the School's Accountability and Overview Report.

Comprehensive needs assessment

Based upon the 2010-2011 New York State School Report Card/ Accountability and Overview Report, 63% of Cohort 'L' students graduated in 4 years. Also, based upon the 2010-2011 New York City Progress Report, 66% of Cohort 'M' students graduated in 4 years. We were identified as a PLA school and therefore scheduled for a JIT review for not reaching a 4-year Cohort graduation rate of 60% for three years prior to Cohort 'L'.

Instructional strategies/activities

Implementation Timeline:

September 2011 through June 2012, daily or weekly (unless otherwise indicated)

Data Analysis

- Use DataCation tools (Skedula and Pupil Path) to establish support structures needed to track and analyze student progress and performance, record and access anecdotes from guidance staff, teachers and administrators.
- Focus School Data Inquiry Team efforts for the 4th and 5th year students to identify students who are not on track and provide special attention to see that these students accumulate credits and graduate within their Cohort year.
- Use ARIS and ATS data to set interim goals to accelerate learning and credit accumulation.
- Use ARIS to conduct student credit checks (credits and Regents exams) and review Graduate Candidate list each cycle, paying particular attention to students who are lacking in either a Regents area or a Physical Education class.
- 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.
- Review graduation requirements at faculty meetings twice each year.

Student Support

- Allocate thirty minutes per session per day for Resource Center staff, and increase their effectiveness through reorganization and through the expanded use of Resource Center Projects assigned in subject classes.
- Use Counseling in Schools services to provide mentoring for students and leadership development for staff, parents and students to address the social, emotional, academic and vocational needs of our male students of color.
- Prepare individualized academic action plan and goals for all students, and revise plan mid-year to allow for credit recovery and other academic interventions.
- Promote the Dewey Independent Study Kits (DISK) program to make advancement or remediation for coursework.
- 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.
- Conduct Guidance Counselor classroom lessons to increase student awareness of graduation requirements.

Professional Development & Instructional Measures

- ISA (Institute for Student Achievement), our EPO, will provide professional development, coaching, and technical support for all core subjects and sub-group populations.
- Integrate interactive whiteboard technology for each subject area to provide students with enhanced learning opportunities.
- Attend Network workshop professional development sessions 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.

Strategies to increase parental involvement

- 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, Guidance Counselor and Attendance Office telephone 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.
- Work closely with parents, Guidance staff and Attendance Teacher to achieve success by contacting the parents regarding student attendance and performance.
- Make more frequent school-to-home contact by using Bilingual and ESL staff and translation services to better communicate with non-English speaking parents.
- Conduct Attendance Intervention--Guidance Counselors and Attendance Teacher to reach out to parents to insure student attendance at school.
- Hold parent sessions to review graduation requirements.

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
- Our 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.

Service and program coordination

The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We establish CBO or partnerships with organizations (Jewish Community Board, Counseling in Schools, Council For Unity, GenerationOn) to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Budget and resources alignment

Fair Student Funding (Tax Levy), C4E, SIG allocation (ISA, Counseling in Schools Services, Interactive Whiteboard Technology), DataCation-Skedula, NYSTL, NYSSL, Network Achievement & Instructional Coaches were used to implement this action plan to help improve the 4-year Cohort graduation rate from September 2011-June 2012 as indicated below:

- Supervisor per session for PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week)
- Professional instructional materials to support improving the graduate rate.

- Consumable instructional materials to support improving the graduation rate during extended day programs.
- Teacher per session for extended day programs: PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Tutoring (2 days per week 2 months prior to Regents exams).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By the end of the 2011-2012 school year, students who are scheduled to take Regents examinations will receive additional support in order to increase the passing percentage by 5% on their respective Regents examinations.

Comprehensive needs assessment

Based upon the Student Progress section of the 2010-2011 New York City Progress Report, our Weighted Regents Pass Rate was below 80% of our Peer Range when compared to Peer Schools and below or equal to 80% of the City Range when compared to City Schools.

Instructional strategies/activities

Implementation Timeline:

September 2011 through June 2012, daily or weekly (unless otherwise indicated)

Data Analysis

- Use DataCation tools (Skedula and Pupil Path) to establish support structures needed to track and analyze student progress and performance, record and access anecdotes from guidance staff, teachers and administrators.
- 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 under-performing subgroups.
- Analyze data to supply additional support and set differentiated goals to accelerate learning and guide students on path to mastery and reaching their potentials.
- Administer the Acuity Assessment exams in ELA, Mathematics and ESL and review the data to better address the instructional needs of our students.
- 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.

Student Support

- Allocate thirty minutes per session per day for Resource Center staff, and increase their effectiveness through reorganization and through the expanded use of Resource Center Projects assigned in subject classes.
- Increase utilization and effectiveness of Resource Centers and schedule small group instruction sessions (for students scoring between 55% and 64% on previous Regents examinations).
- Provide after-school tutoring to prepare students for Regents exams.
- Offer Regents Seminar classes to low-performing students on an as-needed basis for ELA Regents exam preparation.
- Incorporate more performance-based student projects in all subject areas.
- Increase articulation with guidance staff in regard to identifying and programming low-performing students.
- Use Pupil Personnel Support Team (PPT) to identify academically low-performing students and prescribe intervention strategies.

Professional Development & Instructional Measures

- ISA (Institute for Student Achievement), our EPO, will provide professional development, coaching, and technical support for all core subjects and sub-group populations.
- Integrate interactive whiteboard technology for each subject area to provide students with enhanced learning opportunities.
- Improve articulation and interdisciplinary efforts between departments.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Develop more engaging student-centered lessons that incorporate strategies for enhancing students' questioning ability from low level to high level critical thinking.
- Increase collaboration between subject area and Instructional Support Services Department regarding curriculum, support services, student needs, etc.
- Encourage teacher inter-visitation program as a means of developing Best Practices and alternative strategies.
- Improve achievement through standards-based, data-driven and student-centered instruction.
- 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.
- Incorporate Principles of Learning and differentiated instruction strategies into classrooms lessons.
- Involve teachers in ASCD workshops regarding formative and summative assessment strategies.
- Focus department meetings/professional topics to include Common Core Learning Standards, data analysis, formative and summative assessments and sharing of best practices.
- Provide professional development for staff using our UFT Teacher Center and ASCD faculty.
- Design technology-based lessons that engage students in real-life simulated activities and increase computer room usage for all subject area departments.

Strategies to increase parental involvement

- 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, guidance counselor and attendance office telephone 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.
- Work closely with parents, Guidance staff and Attendance Teacher to achieve success by contacting the parents regarding student attendance and performance.
- Make more frequent school-to-home contact by using Bilingual and ESL staff and translation services to better communicate with non-English speaking parents.
- Conduct parent sessions describing Regents requirements.
- Conduct Attendance Intervention -- Guidance Counselors and Attendance Teacher to reach out to parents to insure student attendance at school
- Maintain and intensify parental outreach (letters, conferences, e-mails, telephone calls) to inform parents of student progress in classes.

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.

- Our 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.

Service and program coordination

The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We establish CBO or partnerships with organizations (Jewish Community Board, Counseling in Schools, Council For Unity, GenerationOn) to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Budget and resources alignment

Fair Student Funding (Tax Levy), C4E, Title III LEP, C4E allocation, SIG allocation (ISA, ASCD Professional Development Services, Interactive Whiteboard Technology), DataCation-Skedula, Destination Math, NYSSL, NYSTL, Network Achievement & Instructional Coaches were used to implement this action plan to help improve student performance on Regents examinations from September 2011-June 2012 as indicated below:

- Supervisor per session for PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Professional Development sessions for Differentiated Instruction and Understanding by Design (2 days per month).
- Professional instructional materials to support improving Regents passing rate.
- Consumable instructional materials to support improving Regents passing rate during extended day programs.
- Teacher per session for extended day programs: PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Tutoring (2 days per week 2 months prior to Regents exams), Professional Development sessions for Differentiated Instruction and Understanding by Design (2 days per month).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By the end of the 2011-2012 school year, Cohort Limited English Proficient (LEP) students and Students With Disabilities (SWD) will increase their passing percentage on the Regents examinations in order to make AYP.

Comprehensive needs assessment

Based upon the 2010-2011 New York State School Report Card/Accountability and Overview Report, we did not make AYP for our LEP and SWD sub-group populations in both ELA and in Mathematics. Also, based upon the JIT Findings, the percentage of students graduating in school year 2009-10 was 32% for students with disabilities and 47% for ELLs.

Instructional strategies/activities

Implementation Timeline:

September 2011 through June 2012, daily or weekly (unless otherwise indicated)

Common Strategies/Activities for LEP and SWD Students (Data Analysis, Student Support, and Professional Development & Instructional Measures)

- ISA (Institute for Student Achievement), our EPO, will provide professional development, coaching, and technical support for all core subjects and sub-group populations.
- Use DataCation tools (Skedula and Pupil Path) to establish support structures needed to track and analyze student progress and performance, record and access anecdotes from guidance staff, teachers and administrators.
- Analyze Scholarship Reports (grades) twice each cycle.
- Use Counseling in Schools services to provide mentoring for students and leadership development for staff, parents and students to address the social, emotional, academic and vocational needs of our male students of color.
- Allocate thirty minutes per session per day for Resource Center staff, and increase their effectiveness through reorganization and through the expanded use of Resource Center Projects assigned in subject classes.
- Increase effectiveness of the Dewey Independent Study Kits (DISK) program.
- Integrate interactive whiteboard technology for each subject area to provide students with enhanced learning opportunities.
- Conduct monthly cluster team meetings to discuss and review student performance and progress.
- Review and modify curriculum aligned with Common Core Learning Standards to incorporate student-centered strategies, alternative teaching and assessment strategies based on learning performance.

LEP – Limited English Proficient/English Language Learners (ELL)

- Administer the Acuity Assessment exams in ELA and Mathematics and review the data using DataCation tools to better address the instructional needs of our Limited English Proficient (LEP) students.
- Administer ESL Periodic Assessment for NYSESLAT in fall and spring, and will analyze data upon completion of each exam.
- Review permanent records, results of the NYSESLAT and analysis of data by NYSESLAT/LAB-R Coordinator.
- Program all ELLs in ESL/ELA courses in accordance with Part 154 LEP mandates.
- Recruit and program ELLs in after-school and Saturday instruction through Title III funding.

- Implement ESL strategies and student-centered activities aligned with Common Core Learning Standards in both ESL and ESL content area classes.
- Provide Title III After-School Tutoring for Regents Examinations in ELA, Mathematics, Science and Social Studies.
- 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.
- Implement computer-assisted instruction (Achieve 3000) and the placement of ELLs with special needs in appropriate computer classes
- Deliver individualized instruction outside of the ESL classroom, in addition to the Tax Levy class and the education of the register in the beginning and intermediate Tax Levy classes.
- Create bulletin boards and displays to showcase progress and achievements of ELL students.
- Maximize immersion in English through the implementation of the Language Allocation Policy in all courses of study.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans and to provide professional development for staff using our UFT Teacher Center and ASCD faculty.
- Provide Title III Professional Development through CFN for Content-Area teachers to implement ESL strategies and methodologies in subject-area classes, with emphasis on core 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 and incorporates content-area subject matter into NLA instruction.
- Align Chinese Native Language classes with NYED Standards and the Language Allocation Policy.
- Encourage teachers to assign projects that require research and library use in conjunction with those assignments.

SWD –Student With Disabilities/Instructional Service Students

- Use individualized Reading Labs in all Instructional Support Services classrooms.
 - 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.
 - Administer the Acuity Assessment exams in ELA and Mathematics and review the data using DataCation tools to better address the instructional needs of our ISS students.
 - Provide after school tutoring for ISS students needing extra help in courses culminating in Regents exams for students needing to develop language skills.
 - Increase number of Integrated Co-Teaching (ICT) classes.
 - Review Instructional Support Services Resource Center staff assignments to provide additional support to students with IEPs.
 - Block incoming 9th grade (SC/ICT/SETSS) students for core classes to facilitate continuity and personalization between teachers, students and guidance counselors.
 - Conduct push-in counseling services and guidance lessons.
- Block ISS Credit Recovery students with core courses, physical education and DISKs to facilitate continuity and personalization between

teachers, students and guidance counselors.

- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Provide professional development for staff using our UFT Teacher Center and ASCD faculty.
- Assign common planning 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.
- Conduct weekly cluster team meetings to discuss and review student performance and progress.
- Conduct weekly PLC meetings to discuss student progress to develop a plan to address individual student's needs.

Strategies to increase parental involvement

- 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, guidance counselor and attendance office telephone 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.
- Make more frequent school-to-home contact by using Bilingual and ESL staff and translation services to better communicate with non-English speaking parents to help improve student achievement.
- Make more frequent school-to-home contact by using ISS staff and translation services to better communicate parents to help improve student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
- Our 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.
- Provide staff training in SESIS tools and professional development opportunities in teaching LEP and SWD populations.
- Seek graduate study opportunities for staff in the areas of teaching LEP and SWD populations.
- Administration monitors teachers' professional growth and implementation of the strategies learned in the Professional Development through timely classroom observation and feedback.

Service and program coordination

The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We establish CBO or partnerships with organizations (Jewish Community Board, Counseling in Schools, Council For Unity, GenerationOn) to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Budget and resources alignment

Fair Student Funding (Tax Levy), C4E, Title III-LEP, IDEA ARRA-ICT , SIG allocation (ISA, ASCD Professional Development Services, Counseling in Schools services, Interactive Whiteboard Technology), DataCation-Skedula, Rewards Plus Reading Program, Achieve 3000, NYSTL, Network Achievement & Instructional Coaches were used to implement this action plan to help improve student performance for our LEP

(ELL) and SWD students on Regents examinations from September 2011-June 2012 as indicated below:

- Supervisor per session for PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), ELL Saturday Academy (1 day per week), Professional Development sessions for Differentiated Instruction, Teaching to At-Risk Populations and Understanding by Design (2 days per month).
- Professional instructional materials to support improving Regents passing rate for LEP and SWD students.
- Consumable instructional materials to support improving Regents passing rate for LEP and SWD students during extended day and summer programs.
- Teacher per session for extended day programs: PM School (2 days per week), Saturday School (1 day per week), ELL Saturday Academy (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Tutoring (2 days per week 2 months prior to Regents exams), Professional Development sessions for Differentiated Instruction, Teaching to At-Risk Populations, Achieve 3000 and Understanding by Design (2-3 days per month), LAB-R/BESIS Coordinator (Summer 2011), ELL Summer Academy (Summer 2011), ISS Summer Bridge Academy (Summer 2011).

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By the end of the 2011-2012 school year, 80% of 9th grade students will accumulate 10 or more credits as measured by students' official transcript.

Comprehensive needs assessment

Based upon the New York City Progress Report, less than 75% of our 9th grade students earned 10+ Credits. According to cyclical scholarship reports and self-created credit accumulation data documents, both incoming 9th graders and retained 9th graders did not earn 10+ credits.

Instructional strategies/activities

Implementation Timeline:

September 2011 through June 2012, daily or weekly (unless otherwise indicated)

Data Analysis

- Use DataCation tools (Skedula and Pupil Path) to establish support structures needed to track and analyze student progress and performance, record and access anecdotes from guidance staff, teachers and administrators.
- Collaborate during scheduled Professional Learning Communities meetings to discuss ARIS data and appropriate strategies and interventions to assist our at-risk groups.
- Focus Inquiry Team efforts for the Hispanic/Latinos and African Americans/Black students who scored in the lowest third on the 8th grade ELA and Mathematics proficiency exams. Use data to set annual and interim goals for these subgroups.
- Administer the Acuity Assessment exams in ELA and Mathematics and review the data to better address the instructional needs of our Level 1 ELA and Math students.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Meet as a Literacy or Cluster Committee to review student grades, discuss student progress and develop a plan to address individual student needs.

Student Support

- Use Counseling in Schools services to provide mentoring for students and leadership development for staff, parents and students to address the social, emotional, academic and vocational needs of our male students of color.
- Allocate thirty minutes per session per day for Resource Center staff, and increase their effectiveness through reorganization and through the expanded use of Resource Center Projects assigned in subject classes.
- Utilize Resource Center Prescription Packets in each department to assist students who are deficient in mastering content material to stay on track with credit accumulation and grade promotion.
- Structure our in-coming 9th grade students into annualized Small Learning Academies ("Clusters") each with 120-150 students to be served by dedicated Guidance Counselors, Assistant Principals and Teachers.
- Select the more structured and nurturing teachers for these students.
- Provide a strong guidance and support service component.
- Increase Credit Recovery opportunities for our 9th grade students, when applicable, through PM School, Saturday School for ELLs, PLATO

Learning Systems, etc.

- Focus on building students' basic literacy and numeracy skills by integrating effective differentiation strategies into lessons aligned with the Common Core Learning Standards.
- Focus on building students' basic numeracy skills by integrating numeracy strategies into lessons.
- Integrate course sequence of study to best prepare students for the Integrated Algebra Regents Exam in one year.
- Provide two distinct bands of ELA and Mathematics for these students.
- Schedule and promote after-school tutoring sessions.
- Establish a guidance class for grade 9 students to address study skills and monitor student progress.
- Create bulletin board displays to acknowledge and celebrate attendance and achievement.
- Offer credit accumulation courses in core subject areas (English, Math, Science, Social Studies) and Physical Education for students who are at-risk and in danger of not meeting graduation requirements consistent with their cohort group.
- Include a guidance counselor on staff during PM/Saturday programs to provide outreach to parents concerning their child's progress as well as meeting with students to provide support both academically and emotionally.
- Offer Regents support classes for students who have failed several Regents examinations and/or are at risk of failing Regents exams.
- Offer ELL classes, either inclusionary or stand-alone, to provide needed assistance for this target subgroup, and to service ELLs who may not be eligible to sit for Regents Examinations.
- Make Credit Recovery accommodations for Instructional Support Service (ISS) students.
- Increase credit-bearing opportunities for students to be promoted to the next grade level and help maintain being on-track for graduation with their 4-year Cohort.
- Target over-age and under credited students.
- Reflect PM/Saturday program schedule on students' day school program cards and report cards.
- Increase accountability of the students and allow for follow-up by the students' day school guidance counselor.
- Utilize the PLATO credit recovery system to keep students on track with credit accumulation and grade promotion.

Professional Development & Instructional Measures

- ISA (Institute for Student Achievement), our EPO, will provide professional development, coaching, and technical support for all core subjects and sub-group populations.
- Integrate interactive whiteboard technology for each subject area to provide students with enhanced learning opportunities.
- Re-vamp 9th grade English curriculum to better align with our 10th grade course sequence for students who will be scheduled to take the ELA Regents in June of their 10th grade year.
- 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 and with ASCD faculty.
- Provide Professional Development opportunities through ASCD and other service providers for staff to learn particular learning strategies in differentiated instruction and emotional needs development to provide necessary support at this time of transition.
- Build in Common Planning Time (CPT) into teachers' programs.
- Provide professional development for staff using our UFT Teacher Center.
- Update Literacy and Mathematics Libraries with Core Curriculum and ancillary materials.

- Coordinate what books and materials should be ordered to best suit the curriculum and Common Core Learning Standards.
- Conduct Professional Development by ASCD faculty devoted to providing instructional strategies for our AIS student populations.

Strategies to increase parental involvement

- 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, guidance counselor and attendance office telephone 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.
- Strengthen student and parent communication to stress academic and graduation requirements and provide constant information to parents.
- Communication to parents should be for both deficiency and celebratory updates for our students.

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
- Our 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.
- Provide training opportunities for staff to attend Conflict Resolution workshops.

Service and program coordination

The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We establish CBO or partnerships with organizations (Jewish Community Board, Counseling in Schools, Council For Unity, GenerationOn) to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Budget and resources alignment

Fair Student Funding (Tax Levy), C4E, Title III LEP, SIG allocation (ISA, ASCD Professional Development Services, Counseling in Schools services, Interactive Whiteboard Technology), DataCation-Skedula, Core Curriculum Libraries, Rewards Plus Reading Program, NYSSL, NYSTL, Network Achievement & Instructional Coaches were used to implement this action plan to help support 9th grade students in earning 10+ credits from September 2011-June 2012 as indicated below:

- Supervisor per session for PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Professional Development sessions for Differentiated Instruction, Teaching to At-Risk Populations and Understanding by Design (2 days per month).
- Professional instructional materials to support improving credit accumulation for 9th grade students.
- Consumable instructional materials to support improving credit accumulation for 9th grade students during extended day programs.
- Teacher per session for extended day programs: PM School (2 days per week), Saturday School (1 day per week), Data Inquiry meetings (1 day per week), Resource Center support (4 days per week), Tutoring (2 days per week 2 months prior to Regents exams), Professional Development sessions for Differentiated Instruction, Teaching to At-Risk Populations, Achieve 3000, Destination Math and Understanding by Design (2-3 days per month).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By the end of the 2011-2012 school year, an additional 200 students will participate in College Readiness and Career Exploration Pathway choices as measured by class rosters and attendance.

Comprehensive needs assessment

Based upon the 2010-2011 New York City Progress Report College Readiness Metrics and the NYC *Where Are They Now Report*, we need to increase the number of students who successfully engage in rigorous coursework, graduate having met the standards necessary to begin taking college courses for credit, and go on to enroll in college after graduation or enter the workforce.

Instructional strategies/activities

Implementation Timeline:

September 2011 through June 2012, daily or weekly (unless otherwise indicated)

Common Strategies/Activities for Career Exploration Pathways and Career & Technical Education (Data Analysis, Student Support, and Professional Development & Instructional Measures)

- Use DataCation tools (Skedula and Pupil Path) to establish support structures needed to track and analyze student progress and performance, record and access anecdotes from guidance staff, teachers and administrators.
- Review Scholarship Reports (grades) twice each cycle and conduct monthly cluster team meetings to discuss and review student performance and progress.
- Prepare an interest survey and a PowerPoint/DVD presentation to help serve as a promotional and recruitment tool for each Academy. • Review student transcripts and course selection requests for appropriate placement in enriched programs in the Career and Technical Education field.
- Allocate thirty minutes per session per day for Resource Center staff, and increase their effectiveness through reorganization and through the expanded use of Resource Center Projects assigned in subject classes.
- Develop additional internships tied to existing institutes in order to provide hands-on career opportunities.
- Articulate with the private sector and institutions to develop internships related to existing Institutes.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans.
- Select/Elect student leaders to form Student Advisory Council for each Career Exploration Academy and CTE program.
- ISA (Institute for Student Achievement), our EPO, will provide professional development, coaching, and technical support for all core subjects and sub-group populations.
- Integrate interactive whiteboard technology for each subject area to provide students with enhanced learning opportunities.
- Continue to upgrade technology resources and provide support for staff in its use.
- Seek opportunities and conduct professional development for teachers.
- Explore planning for feasibility of creating World Cultures and Literary Arts Institutes.
- Provide professional development for staff using our UFT Teacher Center and ASCD faculty.
- Conduct monthly cluster team meetings to discuss and review student performance and progress.

Computer Technology (CTE) 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.

Business Education (CTE) 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.
- Bringing in industry experts to speak with AOF students about emerging trends in today's volatile financial sector.

STEM (Science, Technology, Engineering & Mathematics) - Robotics

- Develop robotics course in conjunction with related mathematics, engineering and computer courses.
- Form partnership with outside institution as mentor to our program.
- Provide students with technology and resources needed such as an engineering lab.
- Develop internships with engineering and design firms for students in their senior year Robotics or Space Science class.
- Provide students with the technology needed to conduct on campus research, share data with other participating schools, participate in monthly webcasts with NASA, Arizona State University and Johns Hopkins University sponsored activities and to work with scientists and engineers from NASA Distance Learning Network, MU-SPIN, Medgar Evers College, NASA Langley Research Center and 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.

Medical Career & Health Professions - Health Occupations

- Expand the John Dewey Chapter of HOSA (Health Occupations Students of America) and provide resources needed to develop student leadership abilities through membership in HOSA.
- Recruit and provide students an opportunity to enroll in Health & Medical Careers program.
- Continue to provide the Health & Medical Careers 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.
- Participation in HOSA competitions at the State and National level during the year.
- Develop internships at local hospitals for seniors in this program.

Visual, Media & Performance Arts and Visual Arts

- Increase the number of integrated courses between the Arts and other subject disciplines by 1 class.
- Allocate additional funds to support Arts programs.

- Develop beginning and intermediate video production courses utilizing the Macintosh lab and Final-Cut software.
- Recruit and select students to participate in the Center for Arts Education (CAE) through a series of meetings, auditions, and “boot camps” culminating in an internship in the Career for Arts Education (CAE) program.
- Develop an arts-related internship for students in this area of study.
- Promote CAE through Arts, Dance and Theater classes.
- Expose students to real artistic works in museums, galleries, concerts and recitals through class trips.
- 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.
- Reinstate the Publications Institute to provide students an opportunity to develop writing talents and learn about the publishing industry.
- Integrate literature, writing and graphic design classes with a focus on publishing at least one school- wide publication each cycle.
- Revise and distribute Dance and Theater Program brochures to students and parents.
- Hire licensed staff in these areas.
- Promote Dance and Theater Program through intensified articulation with feeder IS/JHS schools and at High School Fairs.
- Enrich Dance and Theater Program with trips to performances and by bringing dance troupes and theater groups to perform for our students in our building.
- Perform at our High School’s articulation session in the spring, the annual show in June and at other school-based functions throughout the year.
- 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.
- Involve students in a variety of field trips to museums and architectural buildings that exemplify the diversity of styles around the city.

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.
- ISS TLC and Culinary teacher visit Junior High schools during articulation meetings 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 careers in food service by going on trips to visiting a variety of restaurants, Culinary Arts Schools and VESID programs.
- Prepare eligible students for the CTE exam in Culinary Arts.

Advanced Placement Program

- 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 articulation and interdisciplinary efforts with other departments.
- Develop more engaging student-centered lessons aligned with the Common Core Learning Standards that incorporate differentiated instruction strategies, strategies for enhancing students’ questioning ability, and test-taking strategies to improve student performance on classroom and

Advanced Placement examinations.

- Involve teachers and administrators in workshops, conferences, and discussions regarding alternative teaching, formative and summative assessment strategies, and strategies and methodologies for the use of scoring rubrics, with professional development provided by our UFT Teacher Center and ASCD faculty.
- Identify areas of deficiencies and use PLC time to effectively strategize student improvement plans and share best practice methodologies and strategies among other Advanced Placement course teachers within the same subject area, as well as teachers throughout the region.
- 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).
- Develop more advanced interactive, hands-on, inquiry-based laboratory experiences for all Advanced Placement courses, and incorporate more performance-based student projects.

Strategies to increase parental involvement

- 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, guidance counselor and attendance office telephone 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 to help improve student achievement.
- Develop brochures about CEA and CTE programs and hold assembly programs for both parents and students introducing staff and providing an overview of Academy options.

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
- Our 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.
- Seek professional development opportunities for staff to be trained in teaching Advanced Placement courses.
- Administration monitors teachers' professional growth and implementation of the strategies learned in the Professional Development through timely classroom observation and feedback.
- Provide information for staff that may be eligible for Transition B certification.

Service and program coordination

The school has developed internal and external partnerships to provide youth development services for students and families in response to student needs. We establish CBO or partnerships with organizations (Jewish Community Board, Counseling in Schools, Council For Unity, GenerationOn) to assist in the areas of gang-awareness, vocational training opportunities, anti-violence and anti-bullying presentations, etc.

Budget and resources alignment

Fair Student Funding (Tax Levy), C4E, VATEA, SIG allocation (ISA, ASCD Professional Development Services), Student Internships through the Private Sector, NYSSL, NYSTL, Network Achievement & Instructional Coaches were used to implement this action plan to help support continuation/development of College Readiness and Career Exploration Pathway programs/sequences from September 2011-June 2012 as

indicated below:

- Supervisor per session for PM School (2 days per week), Saturday School (1 day per week), Resource Center support (4 days per week), Professional Development sessions for Teaching to At-Risk Populations and Understanding by Design (2 days per month).
- Professional instructional materials to support College Readiness and Career Exploration Pathway programs.
- Consumable instructional materials to support College Readiness and Career Exploration Pathway programs during school and during extended day programs.
- Teacher per session for extended day programs: PM School (2 days per week), Saturday School (1 day per week), Resource Center support (4 days per week), Tutoring (2 days per week 2 months prior to Regents exams), LEARN Coordinator (weekly), Academy of Finance Coordinator (weekly), Professional Development sessions for Differentiated Instruction, Teaching to At-Risk Populations, Teaching Advanced Placement Courses and Understanding by Design (2-3 days per month).

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	268	348	147	203	123	0	135	7
10	134	195	93	196	168	1	100	15
11	121	127	51	56	19	0	22	3
12	78	45	28	43	21	0	60	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>English</p> <ul style="list-style-type: none"> • English Seminar • Literacy • Resource Center • Dewey Success • Integrated Co-Teaching (ICT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p><u>AIS is provided during the school day</u></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><u>AIS is provided during the school day</u></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

<ul style="list-style-type: none"> • Integrated Co-Teaching (ICT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISKs, RC prescriptions) 	<p>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.</p> <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 • Integrated Co-Teaching (ICT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p><u>AIS is provided during the school day</u></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 • Integrated Co-Teaching (ICT) • Credit Recovery Programs (Saturday School, PM School, PLATO, DISK, RC prescriptions) 	<p><u>AIS is provided during the school day</u></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 • Pupil Personnel Team • Youth Development Counselor (SAPIS) • Mandated, Crisis and School Counseling Sessions 	<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. • Bi-monthly PPT meetings 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 	<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

<ul style="list-style-type: none"> • Workshop Provider 	<p>conducts evaluations and presents referrals.</p> <ul style="list-style-type: none"> • Conducts special workshops for students, e.g., bereavement.
<p>At-risk Health-related Services:</p> <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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 21K540 **School Name:** John Dewey HS

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic **Focused** Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) **Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the latest NYS Report Card, our school did not meet AYP for the following sub-groups; SWD, Black, and LEP. According to our JIT, this can be attributed to the following factors;

- The use of higher order thinking skills was not evident in most of the classrooms visited. Questioning techniques were not crafted to promote critical thinking.
- The school should invest in classroom technology, including SMART Boards, computers, and other tools to support student learning. Students should have opportunities to use interactive software (such as Achieve 3000, Brain Pop, Discovery Streaming, and other educational software and websites) that supports differentiation of instruction and engagement of multiple learning styles to improve student outcomes and progress towards graduation.
- The school should provide PD on various instructional strategies and styles. Teachers should use common planning time to collaboratively develop project-based learning activities.
- The school should provide PD on the use of varied research-based instructional strategies. Observations should provide feedback to teachers on the use of the strategies. The strategies that were observed in classes for students with disabilities and ELLs, including scaffolding, should be shared with the entire school. Administrators should arrange inter-visitations to facilitate the use of these strategies.
- School leaders should articulate expectations to all staff regarding the posting of quality academic student work.
- A policy regarding the use of rubrics in classrooms should be developed. Teachers should be provided with PD on the use of specific feedback to improve student work.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Our EPO and a team of consultants will be working with our teaching staff to foster higher order thinking skills and academic rigor.
- The school is in the process of upgrading its classroom technology and directly targeting students in the identified sub-groups.
- The school is contracting several external consultants who are providing various instructional strategies and styles including differentiated instruction, UBD, curriculum alignment, and CCLS. Teacher teams are collaboratively developing project-based learning activities.
- The school is providing PD on the use of varied research-based instructional strategies, which will directly support students with disabilities and ELLs.

- Observations using the Danielson Teacher Effectiveness Model are providing feedback to teachers on the delivery of instruction.
 - School leaders are articulating expectations to all staff using the City Instructional Expectations. This includes the requirement of analyzing student work, aligning daily lessons to the CCLS, and assures that students generate tasks in literacy and math that demonstrates academic rigor.
 - The school is in the process of developing a variety of rubrics for classrooms use including formative and summative assessments.
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Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Roberto Hernandez	District 21	Borough Brooklyn	School Number 540
School Name John Dewey High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. Barry Fried	Assistant Principal Dr. Madeline DiLorenzo-Coscia
Coach Ms. Antonella Tapino	Coach
ESL Teacher Ms. R. D'Agati	Guidance Counselor Ms. L. Parziale, Ms. S. Wong
Teacher/Subject Area Mr. Chung Chan (Social Studies)	Parent type here
Teacher/Subject Area Ms. V. Gee-Sullivan (Science)	Parent Coordinator Ms. Kristine Gattuso
Related Service Provider Ms. Randi Herman	Other Mr. Joel Pinsker
Network Leader Mr. Roberto Hernandez	Other Ms Antonella Tapino

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	12	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	10
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	2234	Total Number of ELLs	406	ELLs as share of total student population (%)	18.17%
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Part II: ELL Identification Process

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

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

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 Pupil Personnel Services, Dr. Barbara Puleo, and an ESL Guidance Counselor who conduct an informal interview with the parent/guardian and student as a step toward determining determining eligibility. If a translator is needed, one is requested on site within the school building, (e.g. Foreign Language Department personnel fluent in the language or a Bilingual Counselor; Chinese, Ms. S. Wong, Haitian, Ms. B. Toussaint, Spanish, Ms. F. Parziale). The Guidance Counselor/translator assists the parent/guardian in completing all necessary paperwork to enroll student in Dewey, including the HLIS. Based on the responses from the informal interview and the indication on the HLIS that a home language other than English is spoken, the LAB-R is administered by the LAB/BESIS, Ms. Antonella Tapino, an ESL and Foreign Language licensed teacher, (If Ms. Tapino is absent, Ms. R. D'Agati, a licensed E.S.L. teacher, or Ms. Choi Leung, a licensed Foreign Language and ESL teacher, are next in line to assist the incoming ELLs and their parents. (If the student's native language is Spanish, then the student is scheduled for the Spanish LAB). Once eligibility is determined and LAB-R has been administered, the Parent/Guardian is invited to the Parent Orientation Session, in the LAB-R's Office, Room 279. The online video/DVD is shown, the program options are discussed, and based upon parental choice questionnaire, the student is placed either in a Freestanding ESL program or a Transitional Bilingual Program. If the school does not offer a program of parental choice, the parent is told that if there are sufficient numbers of students speaking their particular language, and if there are enough parent requests, then a Dual Language or a Bilingual Program Program in that language will be offered. If the parent is not satisfied with this option, then , the parent is given the option of transferring the child to another school where the desired program is offered. Next, the LAB/BESIS recommends ESL classes based on the student's score and escorts the student back to the Guidance Department to provide the results of Parental/Guardian choice to to the Guidance Department. The student's schedule is prepared by his/her Guidance Counselor, who uses the RLAT to determine performance level and continued eligibility. (The LAB/BESIS enters compliance on the ELPC screen to ascertain that testing, videos, and parental choice have occurred. She then provides Guidance with a copy of the ELPC screen for each student for Guidance records.) During the Spring Term, these students will be administered the four parts of the NYSESLAT (listening, speaking, reading and writing) along with the ELL population. (The RLER and LAB-R will determine eligibility for NYSESLAT testing to ensure that all ELLs are tested). The students are tested for NYSESLAT by trained ESL teachers. All four sections of the NYSESLAT are scheduled on a separate day by Ms. A. Tapino, the LAB-R/NYSESLAT Coordinator. The Speaking section is administered in the Foreign Language Resource Center, (Room 261), to individual students by trained ESL teachers. The Listening, Reading and Writing sections are administered in the individual ESL classrooms by trained ESL teachers. Once the NYSESLAT scores are available, Continued Entitlement and/or Non-Entitlement Letters are sent out in both English and the Native Language explaining the results of the exam and the tentative program the student will be given as a result of his/her NYSESLAT placement for the upcoming Cycle.

2. A Parent Orientation Meeting is held within the first 10 days of the school year at which The Chancellor's DVD is viewed by the parents in their Native Languages, 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, Dr. M. Di Lorenzo-Coscia, AP Guidance, Dr. B. Puleo, LAB BESIS Coordinator, Ms. A. Tapino, Parent Coordinator, Ms. K. Gattuso, 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. If there are more than twenty students of the same language on grade level, we shall open a bilingual class for these students.

3. The LAB-BESIS Coordinator sends out entitlement letters in both English and the Native Language as indicated on the HLIS to the families of all English Language Learners based on the examination most recently administered. If the student is a new admit and has taken the LAB-R, an entitlement letter is sent out informing the parent of the student's score as well as the time and place of the Parent Orientation Meeting. A Parent Survey Form in both English and the Native Language is also included and the parent is asked to complete this form by the end of the meeting. If a parent is unable to attend the meeting, outreach is made via telephone by either the LAB BESIS Coordinator or the Guidance Counselors to ensure parents understand the available programs. Any responses are recorded and filed in the LAB-R/NYSESLAT Coordinator's Office and in the student's cumulative record.

4. Once parents have been apprised (in their native language, via the various venues described above) of the various program options, students are placed in either a Transitional Bilingual or Free-standing ESL program. The default is Transitional Bilingual Education. The LAB-BESIS Coordinator sends out Continued Entitlement letters in both English and Native Language. Any responses are recorded in the LAB-R/NYSESLAT Coordinator's Office (Room 279), as well as in the student's cumulative record.

5. After reviewing the Parent Survey and Program Selection forms for the past several years, traditionally, almost 100% of our Chinese parents opt for the Chinese Bilingual Program. Other ethnic groups choose the ESL Program. Since September, 2009, there has been a great influx of Chinese students to John Dewey High School. At the time of admission, Program Preference Sheets were distributed and submitted as per parental request. Of fourteen eligible ELLs admitted between August, 2011 and October, 2011, four, (of five) Chinese students, have selected the Chinese Bilingual Program and ten students, (Bengali, Russian Urdu, etc.), have opted for the ESL Program.

6. Program models offered at Dewey are clearly aligned with parental requests. To accommodate to the needs of the great number of newly-admitted Chinese students since 2009, additional sections of ESL, ESL content-area classes, and Bilingual content-area classes have been added. Our Chinese Native Language Arts teacher retired in June, and strong efforts were made to find a properly licensed NLA teacher. We were successful in our efforts, and NLA instruction was implemented for the September school opening, with Ms. Choi Leung. There has been an expansion of services as per Register, and as per OTC admissions. Our teachers are adapting instruction and the youngsters seem to be thriving. We shall continue to add sections and classes to accommodate to the needs of our newly-admitted 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.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										42	71	50	51	214
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										50	71	31	40	192
Push-In										0	0	0	0	0
Total	0	92	142	81	91	406								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	406	Newcomers (ELLs receiving service 0-3 years)	269	Special Education	24
SIFE	46	ELLs receiving service 4-6 years	72	Long-Term (completed 6 years)	65

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	149	7	0	41	9	0	24	2	0	214
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	120	16	5	31	4	5	41	10	14	192
Total	269	23	5	72	13	5	65	12	14	406

Number of ELLs in a TBE program who are in alternate placement: 5

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													0
Chinese										42	71	50	51	214
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	42	71	50	51	214								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	15	7	8	41
Chinese										11	18	9	12	50
Russian										3	4	3	2	12
Bengali										2	2	1	3	8
Urdu										3	7	2	1	13
Arabic										1	2	2	0	5
Haitian										11	9	4	9	33
French										1	5	0	0	6
Korean										0	1	0	0	1
Punjabi										0	0	0	0	0
Polish										0	0	1	1	2
Albanian										1	0	0	0	1
Other										9	5	4	2	20
TOTAL	0	53	68	33	38	192								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. (a and b) 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

A. Programming and Scheduling Information

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. In the Free-standing ESL as well as the Transitional Bilingual Educational Program, students' scheduled ESL classes are aligned with their proficiency level and CR Part 154 Regulations (students are scheduled for ESL classes based on their proficiency level and CR Part 154 Regulations).

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 2011 – 2012 the Second Language Department offers five sections of beginning level ESL with ten accompanying double-blocked skills sections. On the intermediate level, students take two ESL classes per day for a total of 450 minutes. There are six sections, and six 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 five sections, including one Regents Prep class for Cohort students mandated for the ELA Regents Examination. For Cohort 2012-'13 on-track ESL students, there are four sections of ELA Regents prep. For off-track/2012-2013 Cohort ESL students, there is one section of ELA Regents Prep. All teachers are fully certified in ESL.

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. Teachers have common planning time so that ESL teachers can work with Content-Area teachers to provide support in subject areas. 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. 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.

English Language Learners also take content-area ESL classes in Mathematics, Science, Social Studies and Technology. Teachers are certified in their content-area. 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 four sections of ESL Living Environment and two sections of Chinese Bilingual Living Environment. There are three 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: one section of ESL Global History and Geography on the 9th grade level (including one section taught by the A.P. Social Studies Department) and one section of Chinese Bilingual Global History and Geography, and two sections of ESL Global History and Geography and two sections of Chinese Bilingual Global History and Geography on the 10th grade level. On the 11th grade level, there are three 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 three sections of ESL U.S. History and Government.

4. 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 usually three levels of NLA: beginning, intermediate and advanced. This year, however, the needs for our population warranted two sections of intermediate NLA and two sections of advanced NLA, as none of our students qualify for beginning level NLA. Each level meets for 245 minutes of weekly instruction. Our staff consists of two fully licensed Chinese teachers; Ms. C. Leung and Ms. X. Sun. They evaluate students on a daily basis. Annual evaluation includes the Chinese Reading Test as well as the LOTE Examination.

A. Programming and Scheduling Information

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). As previously mentioned, for 2011 – 2012, there are two sections of intermediate level NLA and two sections 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).

5. 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 the Fall term. 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-

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	100%			
75%	75%			
50%	50%			
25%	25%			
0%	0%			
Dual Language				
100%	100%			
75%	75%			
50%	50%			
25%	25%			
0%	0%			
Freestanding ESL				
100%	100%			
75%	75%			
50%	50%			
25%	25%			
0%	0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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

B. Programming and Scheduling Information--Continued

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

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. 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 according to the guidelines set by the Language Allocation Plan previously discussed .

In order prepare ELLs for the ELA Regents, we offer on-track and off-track Regents Preparation Classes for the cohorts of 2012 and 2013. Additionally, ESL and ELA classes address the needs of ELLs with targeted classes on the advanced and transitional levels. All teachers have received professional development and QTEL training, and differentiate instruction and implement ESL strategies and interventions. The Through the Title III Saturday Academy and After-School Wednesday Academy, we continue to address the needs of ELLs who are not advancing in levels (especially in listening and speaking 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 and Foundations 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, museums, other cultural sites and the Brooklyn Botanical Gardens. As the Title III Saturday Academy only services students on the beginning, low intermediate and high intermediate levels, in the Title III After-School Academy we will continue to offer a class for students who have scored at the advanced level of NYSESLAT. The AP Second Languages and the AP English, Mr. T. Talignani, work together to ensure that the ELA needs of all ELLs are met from beginning through proficient levels.

Content-Area Classes for ELLs: 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 instruction in two languages and address ESL 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 and ASCD strategies.

Mathematics--With regard to mathematics instruction, the Mathematics Department instituted a band and a half class for the ELL Algebra 2/Trigonometry, in order to offer additional support. 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 Algebra 2/ Trigonometry Regents Exam in these classes. We also added a band and a half class in Integrated Geometry for ELLs. As previously mentioned, math teachers were trained to use Destination Math for the After-School ELL Academic Intervention Grant Academy, (ELL/AIG Academy), and received good regents results for the long-term ELL's involved in this program. The Math and ESL teachers have also met to discuss periodic assessment results and to work together on curricular and instructional needs for this population. 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. Hands-on

B. Programming and Scheduling Information--Continued

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

8. 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 according to the guidelines set by the Language Allocation Plan previously discussed .

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:	Chinese			
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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.

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John Dewey High School is dedicated to the consistent improvement of teaching and learning through ongoing professional development. All staff serving ELLs receive professional development through a variety of venues, including staff development days, especially Election Day, Brooklyn Day, Regents weeks in January and June, ASCD sessions, training from Soeurette Fougere, (CFN 611, our ELL Achievement Coach Instructional 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 DOE /Talent Coach (Ms. U. Koffer), and UFT Teacher Center workshops (Ms. J. Morrero). 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. This year ESL and Content-Area teachers were trained in Achieve 3000 and Destination Math, and Rosetta Stone, to assist our students with learning through technology. We were also trained with ARIS .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:

- Training for the New ELA Regents Examination
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- Implementation of teacher teams across subject areas/ELLs
- Implementation of scaffolded instruction and differentiated instructional methodologies for ELLs
- Curriculum mapping/Pacing Calendar (This year's focus will be alignment with the new Core Standards)
- QTEL training in ESL and ESL/Bilingual Content-Areas
- ARIS training
- Interim and Predictive assessments for ELLs
- 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

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2. In order to assist ELLs to transition from middle school to high school, the newly-implemented Cluster "E" Academy for 9th graders will work in conjunction with the existing tenth gradecluster, ELL and other cluster academies. Through these academies ELLs will receive instructional and guidance support. Our ESL/Bilingual Counselors received professional development in order to assist ELLs as they transition. From the various BETAC, Network and ARIS training sessions, our counselors have become more aware of the growing needs of this population. Additionally, ESL and Content-Area 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 and are familiarized with school programs, upcoming assessments and policy.

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

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?

E. Parental Involvement

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 and the Regents Examinations. 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, including parent surveys. 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. This year, through our Long-term ELL Grant we hope to partner with APEX for our Asian students and Flambwayan for our Haitian students.

3. We evaluate the needs of parents/guardians of ELLs both formally and informally along with our Parent Coordinator and Parent Association through interviews, surveys and one-on-one phone outreach, meetings and workshops. In addition to Title III and Second Language Parent activities, parents of ELLs are also invited to all Dewey mainstream functions, and translation services are provided.

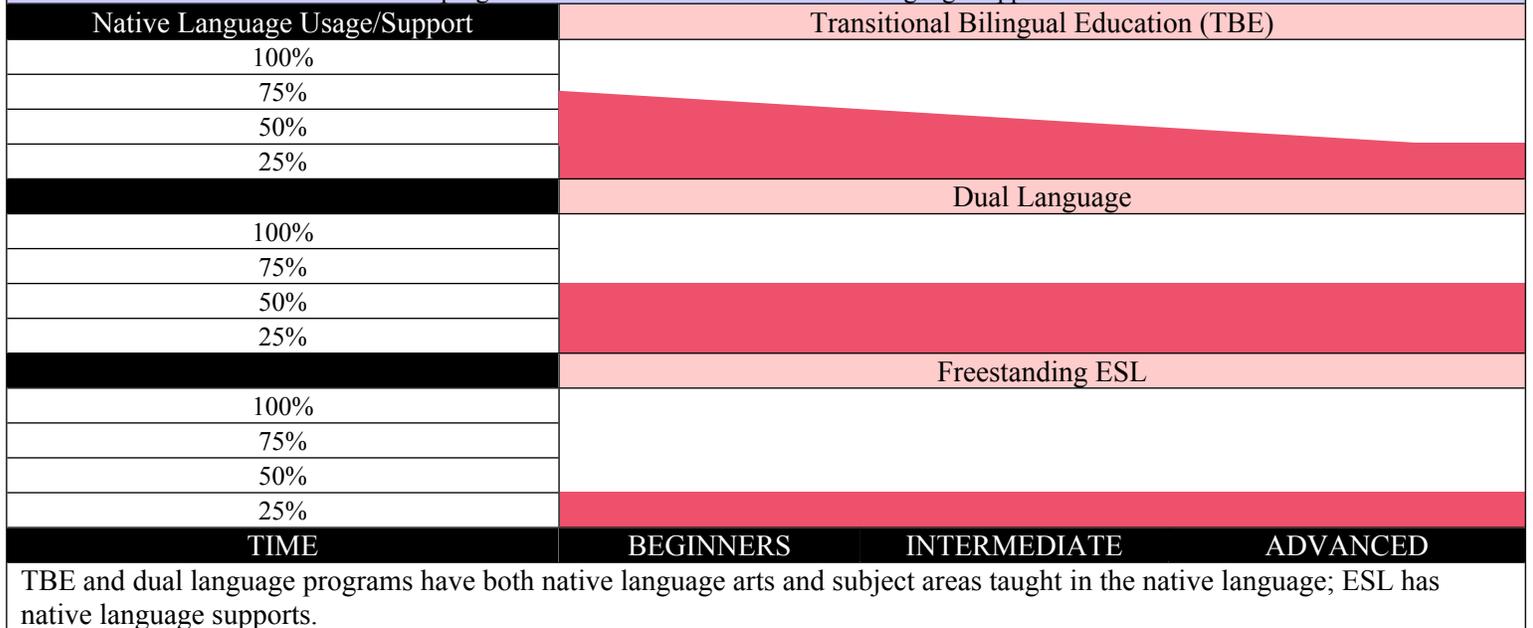
4. Parental involvement activities address the needs of ELL parents/guardians to assimilate into mainstream culture, to understand how to navigate the DOE’s website, to understand school programs, graduation and diploma requirements, NYSESLAT, ELA and content-area Regents, and to learn technology. Parents are also invited to our ESL Awards and Honors Ceremonies as well as on all Title III trips.

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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. Hands-on activities are used to reinforce concepts. Science teachers pair ELLs to increase involvement with one another. Teachers help students

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff:

John Dewey High School is dedicated to the consistent improvement of teaching and learning through ongoing professional development. All staff serving ELLs receive professional development through a variety of venues, including staff development days, especially Election Day, Brooklyn Day, Regents weeks in January and June, ASCD sessions, training from Soeurette Fougere, (CFN 611, our ELL Achievement Coach Instructional 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 DOE /Talent Coach (Ms. U. Koffer), and UFT Teacher Center workshops (Ms. J. Morrero). 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. This year ESL and Content-Area teachers were trained in Achieve 3000 and Destination Math, and Rosetta Stone, to assist our students with learning through technology. We were also trained with ARIS .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:

- Training for the New ELA Regents Examination
- Building Professional Learning Communities
- Use of data to inform instruction
- Implementation of teacher teams across subject areas/ELLs
- Implementation of scaffolded instruction and differentiated instructional methodologies for ELLs
- Curriculum mapping/Pacing Calendar (This year's focus will be alignment with the new Core Standards)
- QTEL training in ESL and ESL/Bilingual Content-Areas
- ARIS training
- Interim and Predictive assessments for ELLs
- 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

Other staff members also received Professional Development. They include: speech and language teachers, (who received training at the UFT Center) as well as the parent coordinator and secretaries who received network training on the "identification and placement of ELLs").

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2. In order to assist ELLs to transition from middle school to high school, the newly-implemented Cluster "E" Academy for 9th graders will work in conjunction with the existing tenth gradecluster, ELL and other cluster academies. Through these academies ELLs will receive instructional and guidance support. Our ESL/Bilingual Counselors received professional development in order to assist ELLs as they transition. From the various BETAC, Network and ARIS training sessions, our counselors have become more aware of the growing needs of this population. Additionally, ESL and Content-Area 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 and are familiarized with school programs, upcoming assessments and policy.

Instructional and guidance support. Teachers have common prep time to plan and collaborate on student progress. Prior to the school year, and again in September, (as mentioned above), we hold orientation sessions for ELLs and their parents/guardians. ELLs meet with key staff members and 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

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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

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?

E. Parental Involvement

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 and the Regents Examinations. 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, including parent surveys. 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. This year, through our Long-term ELL Grant we hope to partner with APEX for our Asian students and Flambwayan for our Haitian students.

3. We evaluate the needs of parents/guardians of ELLs both formally and informally along with our Parent Coordinator and Parent Association through interviews, surveys and one-on-one phone outreach, meetings and workshops. In addition to Title III and Second Language Parent activities, parents of ELLs are also invited to all Dewey mainstream functions, and translation services are provided.

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. Parents are also invited to our ESL Awards and Honors Ceremonies as well as on all Title III trips.

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)										29	23	12	4	68
Intermediate(I)										53	79	37	49	218
Advanced (A)										23	38	30	29	120
Total	0	0	0	0	0	0	0	0	0	105	140	79	82	406

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	15	7	4
	I										30	31	15	28
	A										27	49	32	39
	P										20	42	21	13
READING/ WRITING	B										20	11	7	2
	I										47	81	39	49
	A										29	40	27	31
	P										1	4	4	2

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	138	51	58	42
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	10	10	7	5
Earth Science	66	24	24	15
Living Environment	166	82	73	68
Physics	10	30	5	17
Global History and Geography	155	52	34	42
US History and Government	90	63	36	54
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Barry Fried	Principal		1/1/01
Dr. Madeline DiLorenzo-Coscia	Assistant Principal		1/1/01
Ms. Kristine Gattuso	Parent Coordinator		1/1/01
Ms. R. D'Agati	ESL Teacher		1/1/01
	Parent		1/1/01
Mr. Chung Chan	Teacher/Subject Area		1/1/01
Ms. Virginia Gee-Sullivan	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. F. Parziale, Ms. S. Wong	Guidance Counselor		1/1/01
Mr. Roberto Hernandez	Network Leader		1/1/01
Mr. Joel Pinsker	Other <u>A.P. Data</u>		1/1/01
Ms Antonella Tapino	Other <u>LAB-R NYSESLAT Coord</u>		1/1/01
Ms. Randi Herman	Other <u>A.P. I.S.S.</u>		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **K540** School Name: **John Dewey High School**

Cluster: **6** Network: **CFN 611**

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 420 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, French-Haitian-Creole, 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 and TL Translation Services LEP funding will provide for translation of school documents or provide oral translation at meetings: 5 staff members at Teacher per session rate for \$5,537, 2 Secretaries for \$1,035 and OTPS supplies (code 100) for \$33 totaling \$6,605 for 2011-2012.

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:
 - o Parent/Teacher Conferences
 - o ELA Regents and Graduate Requirements
 - o NYSESLAT Testing Dates
 - o 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,

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: John Dewey High School	DBN: K540
Cluster Leader: Mr. Jose Ruiz	Network Leader: Mr. Roberto Hernandez
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 250 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 23 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 15

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At John Dewey High School, 21K540, approximately 406 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 2011 indicates that the majority of John Dewey ELLs are on the intermediate and advanced levels across the grades. Of the 463 ELLs who took the NYSESLAT in June 2011, 62 scored at the beginning level, 213 at the intermediate level, 117 at the advanced level and 71 exited the program. With regard to the modality analysis, there has been a shift since last year, when most students scored proficient in listening and speaking, and weaker in reading and writing. In 2011, most students in grades 9 through 12 scored at the intermediate and advanced levels for reading and writing. Listening and speaking are the weaker modalities in both the ESL and Bilingual Programs

Title III NYSESLAT Saturday Academy will be taught by three fully certified ESL teachers and one technology teacher to accommodate approximately 70 ELLs in grades 9 through 12, for 18 scheduled 3 hour sessions from October 13, 2012 to June 9, 2011 on the beginning, low intermediate and high intermediate levels. The following are the dates of the Saturday Academy: 10/29, 11/5, 11/19, 12/10, 12/17, 1/14, 1/21, 2/4, 2/11, 3/3, 3/17, 3/31, 4/21, 4/28, 5/12, 5/19, 5/26, and 6/9. Since our NYSESLAT data analysis reveals that 57 of our ELLs are not making progress or advancing in levels on NYSESLAT. Since they are deficient in listening and speaking, 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 core-driven reading series with an audio-visual component, integrating literature, culture, science, social studies, travel and adventure. We have infused non-fiction into the high-intermediate course to lay a foundation for the ELA Regents Examination, college preparation and career readiness. Concurrently we shall offer 14 technology sessions from December 17, 2011 to June 9, 2012 (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: 12/17, 1/14, 1/21, 2/4, 2/11, 3/3, 3/17, 3/31, 4/21, 4/28, 5/12, 5/19, 5/26 and 6/9.

We have also infused cultural literacy in this program through trips and cultural excursions. Our students

Part B: Direct Instruction Supplemental Program Information

will attend one 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. With a focus on preparing these students for college and careers, the Second Language Department now hosts an Honors and Awards Ceremony in June. We invite the parents of ELLs, and serve refreshments after the ceremony.

3 TRS x 3 hrs x 18 sessions x \$49.89 = \$8,082.18

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 18 two-hour sessions on Wednesdays from October 26, 2011 until June 6, 2012. The dates for the sessions are as follows: 10/26, 11/2, 11/16, 12/7, 12/14, 1/11, 1/18, 2/1, 2/8, 3/7, 3/14, 3/28, 4/18, 4/25, 5/9, 5/16, 5/23, and 6/6. 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 a fully licensed ESL teacher.

1 TR x 2 hrs x 18 sessions x \$49.89 = \$1,796.04

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. Six fully certified ESL teachers will work with the entire ELL population to help students develop oral and written proficiency in English.

102 sessions per teacher and 30 minutes each session (51 hours). Monday through Thursday from 2:50pm – 3:20pm (360 total teacher hours)

6 TRs x 30 min. x 120 sessions x \$49.89 = \$17,960.40

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.

62 hrs x \$30.74 = \$1,905.88.

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: Wednesday, January 4, 2012, Wednesday, January 11, 2012, Wednesday, January 18, 2012, Wednesday, May 23, 2012, Wednesday, May 30, 2012 and Wednesday, June 6, 2012. In these intensive sessions teachers

Part B: Direct Instruction Supplemental Program Information

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 4 two hour sessions during December, 2011 and January, 2012, prior to the January administration of the content-area Regents Examinations, and during May and June 2012 prior to the June 2012 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 2 hrs x 8 sessions x \$49.89 = \$7,982.40

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, act as a liaison with Guidance, and secure appropriate instructional and assessment materials.

1 Sup x 60 x \$52.21 = \$3,132.60

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Part C: Professional Development

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

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

Begin description here: 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

Part C: Professional Development

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 sessions will be held on Wednesday, December 7, 2011, Wednesday, January 11, 2012, Wednesday, February 15, 2012, Wednesday, March 7, 2012 and Wednesday, May 2, 2012. 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.

8TRs x 5 hrs x 2 sessions x \$49.89 = \$3,991.20

Parent Involvement Program

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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, December 7, 2011 and Wednesday, March 7, 2012, 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 11, 2012, Wednesday, January 18, 2012, Wednesday February 15, 2012 and Wednesday, May 2, 2012 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.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$66,648

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$49,000</u>	<p>162 teacher hours for Saturday ESL Academy (3ESL Teachers) for 18, 3hour sessions from October 29, 2011 through June 9, 2012;</p> <p>3 TRs x 3 hrs x 18 sessions x \$49.89 = \$8,082.18</p> <p>42 Teacher hours for Saturday ESL Academy (1 Technology Teacher) for 14, 3-hour sessions from December 17, 2011 through June 9, 2012.</p> <p>1 TR x 3 hrs x 14 sessions x \$49.89 = \$2,095.38</p> <p>36 Teacher hours for NYSESLAT tutoring (1 Teacher) 18, 2-hour review sessions,</p> <p>1 TR x 2 hrs x 18 sessions x \$49.89 = \$1,796.04</p> <p>360 Teacher Hours (Extended Day Program for 6 ESL Teachers)</p> <p>6 TRs x 30 min x 120 sessions x \$49.89 = \$17,960.40</p> <p>12 Teacher hours for Fall/Spring ESL/ELA After-School Tutoring (3, 2 hour sessions both in the Fall 2011 and Spring 2012 for 1 ESL teacher: January 4, 2011, January 11 2012, January 18, 2012, May 23, 2012, May 30, 2012 and June 6, 2012. 1 TR x 2hrs x 6 sessions x \$49.89 = \$598.68</p> <p>160 Teacher hours for 10 teachers for 8 two hour sessions of Regents Tutoring in Content area in Dec., Jan, May & June 2011-12, (12/20, 1/03, 1/10,</p>

Part E: Budget

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		<p>1/17, 5/15, 5/22, 5/29, 6/5.)</p> <p>80 Teacher hours (8 Teachers) for 5, 2 hour Professional Development sessions: December 7, 2011, January 11 2012, February 15, 2012 March 7, 2012, May 2, 2012.</p> <p>8TRs x 5 hrs x 2 sessions x \$49.89 = \$3,991.20</p> <p>24 Guidance Counselor hours (2 Guidance Counselors) for Parent Programs; 2, 2 hour sessions per counselor for Parent Information Program, (December 7, 2011 and March 7, 2012),and 4, 2 hour sessions per counselor for Parent Involvement Program: January 11, 2012, January 18, 2012, February 15, 2012,May 2, 2012.</p> <p>2 GC x 2 hrs x 2 sessions x \$53.63 = \$429.04</p> <p>2 GC x 2 hrs x 4 sessions x \$53.63 = \$858.08</p> <p>Total: \$1287.12</p> <p>82 Assistant Principal ESL Supervisory hours (60hours for on-site supervision of Saturday Academy and Intensive ELA Regents prep), 12 hours for Parental Outreach and 10 hours Professional Development</p> <p>1 Sup x 60 x \$52.21 = \$3,132.60</p>
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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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		<p>1 Sup x 12 hrs x 452.21 = \$626.52</p> <p>1 Sup x 10 hrs x \$52.21 = \$522.10</p> <p>Total: \$4,281.22.</p> <p>62 Secretary hours (prepare postings, notices, payrolls, record keeping, type correspondence, type roster updates, phone outreach to homes, etc.)</p> <p>1 Secretary X 62hrs X \$30.74=\$1,905.88</p> <p>\$49,980.50</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$0</u>	n/a
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$8,467.50	Instructional materials, classroom supplies, workbooks for Saturday ESL Academy
Educational Software (Object Code 199)		n/a
Travel		n/a
Other	\$8,200.00	<p>Food, trips for Saturday ESL Academy</p> <p>1 Broadway theatre trip</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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		<p>1 trip for 100 students, teachers and parents @ \$60 per ticket.</p> <p>100 tickets x \$60.00 x 1 trip =\$6,000.00</p> <p>Transportation/ Refreshments for parents \$50.00 per trip</p> <p>\$50.00 x 2= \$100.00</p> <p>60 NYC Aquarium tickets for 1 trip @ \$25.00 per ticket</p> <p>60 tickets x \$25.00 = \$1500.00</p> <p>Transportation / Refreshments for parents \$50.00</p> <p>\$50.00 x 1 = \$50.00</p> <p>60 students Brooklyn Botanic Gardens (gratis)</p> <p>Transportation/Refreshments for parents\$50.00</p> <p>\$50.00 x 1 = \$50.00</p> <p>Refreshments for 20-30 parents; six Guidance Parents' Evenings.</p> <p>(2 Parent Information / 4 Parent Involvement)</p> <p>6 sessions x \$50.00 per session = \$300.00</p> <p>Foreign Language / ESL Honors and Awards Ceremony</p> <p>Refreshment for Parents = \$200.00</p>
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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$66,648

TOTAL	<u>\$66,648.00</u>	<u>16,667.50</u>
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